DOCUMENT RESUME

ED 310 634 FL 018 144

AUTHOR Sinai, Raquel
TITLE An Introduction to Bilingual Education. A Manual for Trainers.
INSTITUTION New Jersey State Dept. of Education, Trenton. Div. of Compensatory/Bilingual Education.
SPONS AGENCY Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
PUB DATE 86
GRANT G008301622
NOTE 178p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS *Bilingual Education Programs; Classroom Environment; *Curriculum Development; Educational Needs; *English (Second Language); *Identification; Interaction; Intercultural Communication; *Limited English Speaking; *Needs Assessment; Program Design; Program Implementation; State Departments of Education; State Programs
IDENTIFIERS *New Jersey

ABSTRACT

This manual was developed for use by the personnel of the New Jersey state department of education to provide technical assistance to local, state, and federal bilingual education and English-as-a-Second-Language (ESL) projects in the state. It contains seven training modules, each consisting of a reproducible workshop packet with procedures for the trainer, overhead transparencies, and handouts. The procedures section specifies the materials corresponding to the instructions given. Module topics include: (1) an introduction to bilingual education; (2) identifying limited-English-proficient (LEP) students; (3) assessing the needs of the LEP students; (4) curriculum issues; (5) cross-cultural interaction in the classroom; (6) organizing and implementing programs; and developing successful programs. While the intended audience is state department of education staff, other potential audiences include school district non-instructional staff (administrators and support services), monolingual teachers with LEP students in their classes, staff from education, resource, and training centers, and parents. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED310634

An Introduction to

BILINGUAL EDUCATION

A Manual for Trainers

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Vespucci, R.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

NEW JERSEY STATE
DEPARTMENT OF EDUCATION

FL018144

BEST COPY AVAILABLE

AN INTRODUCTION TO

BILINGUAL EDUCATION

A Manual for Trainers

Saul Cooperman
Commissioner of Education

Division of Compensatory/Bilingual Education
Sylvia M. Roberts, Director

Written by
Raquel Sinai

New Jersey Department of Education
225 West State Street
Trenton, New Jersey 08625

Winter, 1986

STATE BOARD OF EDUCATION

JOHN T. KLAGHOLZ President	Seaside Park
JAMES JONES Vice President	Teaneck
S. DAVID BRANDT	Cherry Hill
MAUD DAHME	Annandale
BETTY A. DEAN	East Orange
MATEO F. DeCARDENAS	Union City
ANNE S. DILLMAN	Perth Amboy
ALICE A. HOLZAPFEL	Elizabeth
ROBERT H. MARIK	Princeton
NANCY SCHAENEN	Madison
JAMES M. SEABROOK, SR	Bridgeton
DEBORAH P. WOLFE Representing the State Board of Higher Education	Cranford

Saul Cooperman, Commissioner of Education
Secretary

T. Edward Hollander, Chancellor of Higher Education
Ex-Officio

The project reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no policy of the U.S. Office of Education should be inferred.

This publication was developed and printed with funds provided by the Bilingual Education Act, Title VII of the Elementary and Secondary Act of 1965, as amended by Public Law 93.380. The federal grant number was G008301622.

Acknowledgements

This training manual was developed by the staff of the Division of Compensatory/Bilingual Education, Sylvia M. Roberts, director.

Raquel Sinai was the primary author.

The following staff members of the New Jersey State Department of Education assisted in its development:

Linnea Weiland	Manager, Program Improvement Services
Anna Lopez	Manager, Office of Bilingual Education
Connie Cochran	Education Program Specialist, Program Improvement Services
Linda Dold-Collins	Education Program Specialist, Office of Bilingual Education
Iliana Okum	Education Program Specialist, Office of Bilingual Education
Irene Willis	Education Program Specialist, Program Improvement Services

TABLE OF CONTENTS

	Page
Introduction	1
Overview of the Manual	1
Potential Uses of the Materials	1
Using the Training Modules	3
Module I: An Introduction to Bilingual Education	5
Objectives and Key Concepts	7
Trainer Preparation	8
Workshop Procedures	8
References	13
Handouts	15
Overhead Transparencies	23
Module II: Identifying Limited English Proficient Students	43
Objectives and Key Concepts	45
Trainer Preparation	46
Workshop Procedures	46
References	49
Handouts	51
Overhead Transparencies	59
Module III: Assessing the Needs of the Limited English Proficient Student	79
Objectives and Key Concepts	81
Trainer Preparation	82
Workshop Procedures	82
References	85
Handouts	87
Overhead Transparencies	91
Module IV: Curriculum Issues	105
Objectives and Key Concepts	107
Workshop Procedures	108
References	111
Handouts	113
Overhead Transparencies	117
Module V: Cross-Cultural Interaction in the Classroom	147
Objectives and Key Concepts	149
Workshop Procedures	150
References	153
Handouts	155
Overhead Transparencies	161

	Page
Module VI: Organizing and Implementing Programs	175
Objectives and Key Concepts	177
Workshop Procedures	179
References	183
Handouts	185
Overhead Transparencies	193
Module VII: Developing Successful Programs	221
Objectives and Key Concepts	223
Trainer Preparation	225
Workshop Procedures	227
References	231
Handouts	233
Overhead Transparencies	251

INTRODUCTION

This training manual was developed by the New Jersey State Department of Education as the culmination of a two-year State Department of Education (SEA) technical assistance and training project funded by Title VII of the Elementary and Secondary Education Act. The major purpose of this project was to provide training in bilingual education for State Department of Education personnel in order to equip them with a basic knowledge with which to provide direct technical assistance to local educational agency Title VII projects and other local, state, and federal bilingual/ESL programs. A second objective was to provide participants with the expertise to give turnkey training to other staff within their units to ensure that all SEA staff had a general knowledge of bilingual education. During the two-year project period (1983-85), the following staff was trained:

- County office bilingual contact persons;
- Compensatory, migrant and vocational education staff;
- County office child study team supervisors;
- Special education office staff; and
- General education office staff.

Monthly workshops were held throughout the year during both project years. Separate sessions were held for special education staff and, while the general topics remained the same, they were given a special education focus. In addition, a three-day intensive conference was held in June of both years to train personnel from the 21 county offices, for whom it would have been difficult to attend the monthly sessions.

Overview of the Manual

This manual has been written to assist district and SEA leaders in bilingual education to provide similar training.

Each of the seven modules contains a ready-to-produce workshop packet with procedures for the trainer, overhead transparencies and handouts. Along the left side of the procedures section is a materials column which specifies which handout or overhead transparency corresponds to the instructions.

Potential Uses of the Materials

The workshops in this manual may be used with a variety of audiences. While the intended target group is state department of education staff, the modules may be used individually or as a program to train other education personnel. They may include school district non-teaching staff (administrators and support services staff), monolingual teachers who have LEP students in their classes, and staff from education, resource and training centers. Moreover, some of the sessions may be used for parent education programs.

Using the Training Modules

Each training module suggests content and procedures. The trainer is responsible for determining whether the activities and content best suit the needs of the participants, and can make appropriate substitutions as needed. Thus, the trainer should be an experienced practitioner in bilingual education, as he/she will have to assess the sophistication of the audience and make corresponding adjustments.

Some of the modules include guidelines specific to New Jersey; these should be substituted with applicable information.

Format and Procedures

Each module includes the following components:

- an agenda;
- the objectives of the session;
- key concepts;
- trainer preparation and procedures;
- handouts

and overhead transparencies
- references; and
- suggested follow-up activities.

The presentation strategies of each of the workshops differ but in general each of the modules include:

- preparation and presentation procedures;
- overhead transparencies and handouts;
- instructions for group activities such as:

    problem-solving
    role-play
    simulation
    questions for discussion
    site visit
    examination of materials

- follow-up activities

The trainer should familiarize him/herself thoroughly with the activities and content of the sessions in order to procure necessary audio-visual equipment and photocopies, schedule sufficient time for the workshops and do any preliminary reading that may be necessary.

The Trainer

The trainer should have had extensive experience in bilingual education as he/she will have to elaborate on the concepts and activities based on his/her own experience. The materials and activities in any given module should be adapted to the needs of the audience and the time available for the presentation.

MODULE I

An Introduction to Bilingual Education

Module I

AN INTRODUCTION TO BILINGUAL EDUCATION

Objectives

The participants will:

1. Experience the process of learning a second language.

2. Understand the characteristics of the LEP student.

3. Gain a basic understanding of the purpose, nature and organization of bilingual education programs.

Key Concepts

- There are two dimensions of language proficiency: basic conversational skills and cognitive academic language proficiency.

- A student is considered limited English proficient when he or she comes from a non-English language background and is unable to do academic work and benefit from instruction in English as a result of being dominant in his/her native language.

- Research has shown that it generally takes limited English proficient students 2 - 3 years to develop conversational skills and may take several additional years to develop age/grade appropriate cognitive academic skills in English.

- Bilingual education programs are designed to provide content area instruction and developmental reading instruction in the students' native language and English along with an English as a second language program, until they can transfer reading skills into English and understand academic instruction in English.

Trainer Preparation

Secure and preview the film: "Bilingualism: Promise for Tomorrow", or the slide presentation "Schooling and Language Minority Students". For information contact the National Clearinghouse for Bilingual Education, (800-647-0123).

Tape, in any language other than English, a short dialogue for two voices. You may use the dialogue provided in Japanese or make up your own in another language.

Cut the role play strips in Handout 2 into two: for Student A and Student B. If you use your own dialogue or other language learning activity, you may develop a similar role play or other practice situation.

Read the James Cummins article "Schooling and Language Minority Students" (see references) and be prepared to discuss the major points.

Workshop Procedures for the Trainer

1. Experiencing the process of learning a second language

H 1 Review the objectives of this session and hand out the agenda.

Begin the session by telling the participants that they will be learning some Japanese, and will be asked to listen and repeat a short dialogue.

Ask them to listen silently as you play the tape.

Play the tape several times asking participants to listen carefully. The script is as follows:

Student A:	Ohio gozaimasu	(Good morning)
Student B:	Ohio gozaimasu	(Good morning)
A:	Ogenki desu ka	(How are you?)
B:	Arigato gozaimasu	(Thank you.
	genki desu	I'm quite well.
	Anata wa ikaga desu ka	And you?)
A:	Okage sama des Genki desu	(Thanks to your kind thought, I am fine.)

H 2 Teach the dialogue and the following vocabulary until they are able to do the role-play activity:

- Konichiwa - good afternoon
- Kombanwa - good evening
- Sayonara - good night

H 3 Hand out the discussion questions and in small groups of three to five, have the participants discuss their ideas.

- What did you find easy or difficult about the activity?
- What skills are needed to master a second language?
- How long do you think it would take you to learn Japanese if you lived in Japan?
- How long would it take to master it well enough to attend a Japanese school and study content area subjects in Japanese?

Reunite the group after about 15-20 minutes and elicit comments. Some issues that may be raised are as follows:

- Learning a second language may create feelings of frustration or helplessness.
- Language learning is different from learning other subjects in that the learner may initially have no previous experience by which to integrate new material except for his knowledge of his own language. Moreover, it is a skill that requires the learner to learn new labels for things and ideas he can easily express in his own language.
- Learning a language is more than just learning simple formulas. It is a complex process requiring the learner to process and produce information using a different code.
- To master a second language one must develop skills in listening, speaking, reading and writing. In addition, it is important to learn culturally correct sociolinguistic aspects such as how to express politeness and formality, how to verbally hesitate and communicate non-verbally.
- While one may be able to learn enough of the language in a short time to get along socially, for <u>academic</u> purposes it might require a much longer time, and more than just speaking ability.

Use the discussion to help participants understand the special needs of the limited English proficient student. Focus on the fact that all students need to be able to function <u>academically</u> in English and that a LEP student may lack cognitive-academic language skills.

2. Understanding the characteristics of the LEP student.

2 Trace the legislative historical definitions of "limited English proficient" (LEP) and "limited English speaking ability" (LESA) and how these have changed over the years. Lead the discussion to what recent research suggests about second language acquisition.

Discuss Cummins' (1981) findings regarding the discrepancy between the time it takes language minority students to acquire conversational skills and the time necessary to acquire the necessary language skills for academic work.

Point out the three main questions arising from this discrepancy which are addressed in his theoretical framework.

- Are there different levels of language proficiency?
- What constitutes language proficiency in an academic context?
- What is language proficiency from a developmental perspective?

Describe Cummins' theory of the dual level of language proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

Refer back to discussion questions three and four of the previous handout (2) and discuss Cummins' research findings dealing with the time necessary to acquire basic conversational skills versus the amount of time required to acquire literacy skills in a second language. Point out that a student may have conversational skills in English but that for academic work he must have literacy skills. Thus, a LEP student may in fact speak English but the important questions are: "Can he/she function academically in English? Can the student process de-contextualized academic information in English?" The purpose of bilingual education, then, is to help students learn in a language they understand until they have acquired sufficient cognitive academic language proficiency to benefit from instruction in English.

Point out that while good communication skills are critical to academic success, there is another equally important dimension to consider: the students' cultural background and the effect this has on their learning and interactional styles.

Ask participants to supply their own definition of culture. Put these on the board. To what degree do these definitions reflect the "high culture" aspect of culture? (i.e., art, literature, music, etc.?) Discuss the difference between this aspect of culture and that which encompasses an individual's total way of life.

Explain that culture determines how an individual perceives the world and behaves and that therefore, some of the problems LEP students encounter in school are a result of cultural differences. Some examples of these might be:

- seeing the teacher as an authority figure and therefore not "challenging" anything said in class;
- not asking questions for fear of "losing face;" and
- not making eye contact when being spoken to by the teacher.

Provide other examples and explain that sensitivity to cultural differences is needed when developing and implementing programs for LEP students.

3. Gaining a basic understanding of the purpose, nature and organization of bilingual education programs

Explain to the participants that they are going to watch a film (or slide presentation) about bilingual education. You may wish to develop a list of pre-questions for the participants, both to focus their attention on certain points in the film, and to use for discussion afterwards.

The following is a synopsis of the two suggested programs. These may be available from the bilingual education resource center serving your region. Call the National Clearinghouse for Bilingual Education for information.

Bilingualism: Promise for Tomorrow (45 minutes)

This two-part movie is about a Mexican-American elementary school student, Consuelo, who enters school unable to communicate in English. It portrays the difficulty a language-minority child experiences in a foreign environment and how bilingual education addresses the needs of this student. The latter part of the movie is a documentary history of bilingual education up to 1970 and the immigrant experience in the U.S. Both parts are valuable; however, if time does not permit, show only the first part which takes about thirty minutes. If you show the second part, you will need to bring it up-to-date by discussing recent developments in bilingual education, as the film was made in the early 1970s.

Schooling and Language Minority Students (25 minutes)

This slide presentation focuses on the problems LEP students confront in an English-speaking academic environment. It presents James Cummins' theory of the nature of language proficiency and its connection to academic and cognitive development.

Discuss the issues brought up in the above and lead into a presentation on bilingual education, including:

- The basic elements of a program

- The different program models

- Myths and realities of bilingual education

Conclude the session by summarizing the definition of the LEP student and how bilingual education serves his/her needs.

Follow-Up Activities

1. Assign the James Cummins article: "The Role of Primary Language Development in Promoting the Educational Success for Language Minority Students." (See references)

2. Arrange a site visit to a local bilingual education program. (See Module VII)

3. Ask participants to bring in copies of any media articles they have read about bilingual education.

4. Ask participants to identify those aspects of their jobs which affect the LEP population, or for which the LEP population should be taken into consideration.

MODULE I

References

Castellanos, Diego, (1983). The Best of Two Worlds, New Jersey State Department of Education.

Cummins, James, (1981). "The Role of Primary Language Development in Promoting Educational Success for Language Minority Students." In Schooling and Language Minority Students: A Theoretical Framework. Los Angeles: Evaluation, Dissemination and Assessment Center, California State University, Los Angeles, 1981.

Jaffe, Jay. (1982, July). Myths and realities of bilingual education. (Contract NO. NIE-400-80-0040), Washington, D.C.: National Foundation for the Improvement of Education.

Krashen, Stephen D. (1981). Bilingual education and second language acquisition theory. In schooling and language minority students: A theoretical framework, (pp.51-79). Los Angeles, California: Evaluation, Dissemination and Assessment Center, California State University.

La Fontaine, H., Persky, B. and Golubchick, L.H. (Eds.) (1978). Bilingual Education, Wayne, New Jersey Avery Publishing Group, Inc.

Matute-Bianchi, Marie E., "The Federal Mandate for Bilingual Education," Ethno-perspectives in Bilingual Education Research, Volumne I, ed. R.V. Radulla, Eastern Michigan University, 1979.

HANDOUTS

MODULE 1

H
1

Module I

An Introduction to Bilingual Education

Agenda

I. Experiencing second-language learning

A. Japanese lesson
B. Discussion about second-language learning

II. Understanding the limited English proficient student

A. English proficiency in an academic context
B. Cultural differences in a school setting

III. Understanding bilingual education

A. Film "Bilingualism: Promise for Tommorrow" or slide presentation "Schooling and Language Minority Students"

B. Program components

C. Types of programs

D. Myths and realities

H
2

An Experience in Second-Language Learning

Japanese Dialogue

A. ohio gozaimasu

B. ohio gozaimasu

A. ogenki desu ka

B. arigato gozaimasu genki des anata wa ikaga desu ka

A. okage sama des genki des

cut here ----------

Role Play: Practice in pairs:

Student A — You are walking on a Kyoto street one afternoon and you meet student B.

A. Greet B

B.

A. Ask B how he/she is.

B.

cut here ----------

Student B — You are walking on a Kyoto street one afternoon and you meet student A.

A.

B. Answer A's greeting.

A.

B. Thank B for his interest.

H
3

Discussion Questions for Group Work

Answer the following questions about the language activity.

1. What did you find easy or difficult about the activity?

2. What skills are needed to master a second language?

3. How long do you think it would take you to master Japanese if you lived in Japan?

4. How long would it take to master Japanese well enough to attend a Japanese school and study content-area subjects in Japanese?

Bilingual Education Program Models

Transitional -

The goal of transitional programs is to teach students in their native language and English, gradually shifting them to more instruction in English as their proficiency increases. Participation is generally three years, at which time students are mainstreamed to the regular program if they meet exit criteria.

Maintenance -

Maintenance programs aim to develop and maintain literacy skills in two languages. Concepts are developed in the first language, and reinforced in the second. After becoming proficient in English, students' native language skills continue to be developed along with English.

Immersion -

In this program LEP students are homogeneously grouped by proficiency level for subject-matter classes. These classes are taught using simplified English in order to help students understand the concepts taught and to acquire English. The goal of immersion programs is second-language acquisition through content-area instruction.

Submersion -

This is not a bilingual program but rather, the absence of one. Submersion, or "sink or swim," means placing LEP students in the regular monolingual classroom with no special treatment to help them acquire English or the subject matter.

H
5

Myths About Bilingual Education

1. Children who are placed in a bilingual program are not taught English.

2. Bilingual education fosters separatism in schools.

3. The use of the home language in school becomes a crutch that can slow down a child's transition into English.

4. Other immigrant groups of the past did not need bilingual education and neither should the new immigrants need it.

5. Bilingual and ESL programs are special education instructional programs.

6. Bilingual programs are for Hispanic students only.

(Jaffe, 1982)

H
6

Realities of Bilingual Education

1. Regular, structured English language instruction is an integral part of a bilingual education program.

2. Since language is an educationally relevant characteristic, that is, necessary for meaningful participation in school, segregating LEP students for the purpose of providing instruction in their native language actually fosters equal educational opportunity. Moveover, in New Jersey the law specifies that LEP students take art, music, and physical education in regular classes.

3. Research has shown that developing a child's native language will promote the "common underlying proficiency" (Cummins, 1981), that is, the cross-lingual proficiency underlying surface manifestation of languages. Developing the first language will thus make learning the second language easier.

4. Education plays a different role now in preparing students for the labor market than it did at the time of the early immigrants. In the pre-industrial and early industrial economies, it was possible to find work that didn't require formal education. In the present labor market, a high school diploma is the minimum for most jobs.

5. Bilingual and ESL programs are <u>developmental</u> not remedial. What was never taught cannot be remediated.

6. Bilingual programs are for students of limited English proficiency, regardless of their linguistic background. Nationally, there are programs in many languages, including Gujarati, Portuguese, Haitian-Creole, French, Arabic and Polish.

(Jaffe, 1982)

OVERHEAD TRANSPARENCIES

MODLUE I

SESSION I

AN ORIENTATION TO BILINGUAL EDUCATION

OBJECTIVES:

1. TO EXPERIENCE THE PROCESS OF LEARNING A SECOND LANGUAGE.

2. TO UNDERSTAND THE CHARACTERISTICS OF THE LEP STUDENT.

3. TO GAIN A BASIC UNDERSTANDING OF THE PURPOSE, NATURE AND ORGANIZATION OF BILINGUAL EDUCATION PROGRAMS.

WHO IS THE LIMITED ENGLISH PROFICIENT STUDENT?

1968 "EDUCATIONALLY DISADVANTAGED BECAUSE OF INABILITY TO SPEAK ENGLISH"

1974 "LIMITED ENGLISH SPEAKING ABILITY" (LESA)

1978 "LIMITED ENGLISH PROFICIENT" (LEP)

CUMMINS' RESEARCH ON LANGUAGE MINORITY IMMIGRANT STUDENTS

- IT TAKES APPROXIMATELY TWO YEARS TO ACHIEVE AGE-APPROPRIATE COMMUNICATIVE PROFICIENCY FOR SOCIAL CONVERSATIONAL PURPOSES,

BUT

- IT MAY TAKE FIVE TO SEVEN YEARS TO ACHIEVE AGE APPROPRIATE PROFICIENCY FOR ACADEMIC PURPOSES.

DEFINING "LIMITED ENGLISH PROFICIENT" IN A SCHOOL CONTEXT

THREE QUESTIONS POSED BY CUMMINS (1981) WERE:

- ARE THERE DIFFERENT LEVELS OF LANGUAGE PROFICIENCY?
- WHAT CONSTITUTES LANGUAGE PROFICIENCY IN A SCHOOL CONTEXT?
- WHAT IS LANGUAGE PROFICIENCY FROM A DEVELOPMENTAL PERSPECTIVE?

THE CUMMINS' COMMUNICATION SKILLS MODEL

BICS — BASIC INTERPERSONAL COMMUNICATION SKILLS

CALP — COGNITIVE ACADEMIC LANGUAGE PROFICIENCY

CHARACTERISTICS OF CONVERSATIONAL AND ACADEMIC LANGUAGE

BASIC INTERPERSONAL COMMUNICATION SKILLS (BICS)	SOCIAL LANGUAGE (Conversational) CONTEXTUALIZED COGNITIVELY UNDEMANDING LITERAL MEANING
COGNITIVE ACADEMIC LANGUAGE PROFICIENCY (CALP)	ACADEMIC LANGUAGE (Literacy) DECONTEXTUALIZED COGNITIVELY DEMANDING INFERENTIAL MEANING

THE INFLUENCE OF CULTURE ON THE INDIVIDUAL

CULTURE DETERMINES:

WORLD VIEW

VALUE SYSTEM

WAY OF LIFE

ASSUMPTIONS ABOUT REALITY

MODE OF COMMUNICATION

BODY LANGUAGE

INTERPERSONAL RELATIONSHIPS

SOCIAL STATUS

BASIC ELEMENTS OF BILINGUAL EDUCATION PROGRAMS

THE GOAL OF ENGLISH LANGUAGE PROFICIENCY AND CONTENT MASTERY

A STRONG ENGLISH AS A SECOND LANGUAGE COMPONENT

USE OF TWO LANGUAGES WITHIN THE CLASSROOM AS MEDIA OF INSTRUCTION

USE OF THE NATIVE LANGUAGE TO TEACH CONTENT UNTIL THE CHILD IS READY TO PROGRESS EFFECTIVELY USING ONLY ENGLISH

BOOKS AND MATERIALS IN ENGLISH AND THE NATIVE LANGUAGE

THE LEP STUDENT AND BILINGUAL EDUCATION

THE LIMITED ENGLISH PROFICIENT STUDENT:

- NEEDS TO DEVELOP COGNITIVE ACADEMIC LANGUAGE PROFICIENCY IN ORDER TO PARTICIPATE MEANINGFULLY IN AND BENEFIT FROM INSTRUCTION IN AN EDUCATIONAL SETTING WHERE ONLY ENGLISH IS USED.

BILINGUAL EDUCATION MEETS THE NEEDS OF LEP STUDENTS BY:

- PROVIDING CONTENT AREA INSTRUCTION AND DEVELOPMENTAL READING INSTRUCTION IN THE STUDENTS' DOMINANT LANGUAGE AND ENGLISH...

  ...ALONG WITH A COMPREHENSIVE ENGLISH AS A SECOND LANGUAGE PROGRAM

  ...UNTIL CHILDREN CAN TRANSFER READING SKILLS INTO ENGLISH AND UNDERSTAND ACADEMIC INSTRUCTION IN ENGLISH.

- ENCOURAGING APPRECIATION FOR THE NATIVE CULTURE AND AMERICAN CULTURE, AND MAKING STUDENTS AWARE OF THE DIFFERENCES.

MODULE II

IDENTIFYING LEP STUDENTS

Module II

IDENTIFYING LEP STUDENTS

Objectives

The participants will:

1. Understand the meaning of "limited English proficiency" in an academic context.

2. Gain a knowledge of the methods used to identify LEP students and assess language proficiency.

3. Understand the New Jersey state guidelines for identifying LEP students and determining readiness for exiting from the bilingual program.

4. Be able to critically examine language proficiency tests.

Key Concepts

- Limited English proficiency in an academic context means the student is unable to do academic work at his/her age/grade level due to a lack of cognitive/academic linguistic skills in English.

- A language proficiency test should measure the four language skills: listening, speaking, reading and writing.

- The purpose of testing language proficiency is to determine which students would have difficulty learning in classes taught in English.

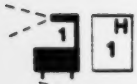
Trainer Preparation

Read "The Role of Primary Language Development in Promoting Educational Success for Language Minority Students" by James Cummins (see references, Module I).

Choose various language proficiency tests for examination by the participants.

Workshop Procedures for the Trainer

1. **Understanding the meaning of "Limited English Proficient" in an academic context**



Provide an overview of the session with the objectives and the agenda.

Begin the session by discussing the issues in defining the LEP student.

Clarify the meaning of language proficiency, referring to the distinction between conversational language skills (BICS) and cognitive/academic skills (CALP).

Point out that the important question in identifying LEP students is not "Can they speak English?" but rather, "Can they function academically in English at their age/grade level?"

Focus on the definition of language proficiency in academic contexts and stress that students must achieve a functional CALP level before being considered proficient in English.

Ask participants what type of language, BICS or CALP, each of the questions below refer to, and point out that essentially the difference is between context-embedded: questions 1 and 3, and possibly 2; and context-reduced: questions 2 and 4. Explain the meaning of these terms. You may refer back to Module I for a review.

1. What type of language is used among peers in the classroom?

2. What kind of language is used in student-teacher and teacher-student interaction?

3. What language does a child use on the playground?

4. What linguistic skills does a student need in order to understand the textbooks?

2. **Gaining a knowledge of the methods used to identify LEP students and assess language proficiency**

Point out that since language proficiency is multi-dimensional, and since it is difficult to acquire a complete profile of a student's skills in a language from test results only, it is best to refer to various sources of information in identifying LEP students.

H 2 Hand out the home language questionnaire as an example of an information-gathering instrument. Indicate that it should be translated into the native language of the student, if necessary. In New Jersey, a census is taken of students with another language in their background.

6 Introduce some important questions to ask about a student's language in order to gather a more complete linguistic profile.

- Is there a second language in the student's background?
- What is the student's native language?
- What language does he/she speak at home?
- What language does he/she feel most comfortable using?
- In what language does he/she learn best?
- How proficient is he/she in English?
- Can he/she do classroom work in English?

7 Discuss the role of language proficiency testing in the identification process.

Indicate that for academic purposes, a test should measure the four language skills: listening, speaking, reading and writing. The test must measure aspects of language proficiency related to literacy, since results should be valid for predicting academic achievement in English.

3. Understanding the New Jersey state guidelines for identifying LEP students

8,9 Present the New Jersey state guidelines for the identification of LEP students and exiting LEP students from a bilingual program.

4. Being able to examine critically and to select an appropriate language proficiency test

Distribute the language proficiency tests you have gathered and divide participants into groups of three or four. Hand out tests to the groups and explain that they will be examining the tests and reporting their findings to the other groups. Ask each group to identify a reporter who will record and report to the entire group.

H 3 Hand out the list of criteria for the selection of tests and go over it.

Assign a time limit for group work and have groups begin.

After the time is up, stop the groups and have them report on their assigned tests.

H 4 Conclude the session by handing out the list of English proficiency tests for the participants' information. Indicate that some tests may not be acceptable if they do not measure all four language skills.

Follow-up Activities

1. Provide biographical, academic and linguistic data on hypothetical students and have participants identify which ones are LEP. You may bring in a tape with a language sample and have them listen to it.

2. Assist participants in developing an identification procedure for a school district.

3. Assist participants in developing criteria for reviewing language proficiency tests.

4. If possible, participants may administer a language proficiency test and report their findings and impressions at the next session.

MODULE II

References

Bay Area Bilingual Education League (1971). Bilingual testing and assessment.

Burt, M. and Dulay, J. (1978). Some guidelines for the assessment of oral language proficiency and dominance. TESOL Quarterly, 12 (2).

Duron, S. (1983). The use and misuse of instruments. In S. Seidner (Ed.) Issues of Language Assessment: Vol. II Language Assessment and Curriculum Planning (pp. 67-72). Illinois State Board of Education.

Estes, G.D. Estes, C. (1979, June). The criteria for identifying limited English speaking students: Language dominance or proficiency? Bilingual Education Paper Series 2 (11).

Hernandez-Chavez, E., Burt, M. and Dulay, H. (1978, Fall). Language Dominance and proficiency testing: Some general considerations. NABE Journal, 3 (1).

Rodriguez-Brown, F. (1983). Use of native language tests for program planning. In S. Seidner (Ed.) Issues of Language Assessment: Vol. II Language Assessment and Curriculum Planning. (pp. 121-126). Illinois State Board of Education.

Spencer, M. (1982). Testing instruments. Bilingual Education Teacher Training Packets Packet 2, Series A. Dallas: Evaluation Dissemination and Assessment Center.

Woodford, P. (1982). Foreign language and bilingual assessment: Issues approaches. In S. Seidner (Ed.) Issues of Language Assessment: Foundations and Research (Proceedings of the First Annual Language Assessment Institute). (pp. 101-108). Illinois State Board of Education.

HANDOUTS

MODULE II

H
1

Module II

Identifying LEP Students

Agenda

I. Defining "LEP" in an academic context

   A. Basic Interpersonal Communication Skills

   B. Cognitive Academic Language Proficiency

   C. Context-embedded versus context-reduced communication

II. Methods of identifying LEP students

   A. Home language questionnaire

   B. Language proficiency tests

III. State guidelines for identifying and mainstreaming LEP students

IV. Examining and selecting language proficiency tests

H
2

Sample Parent Questionnaire

TO BE COMPLETED BY HOMEROOM TEACHER

TEACHER'S NAME _____

Student's Name _____ Telephone _____

Address _____

School _____ Grade _____ Date _____

HOME LANGUAGE SURVEY (ENGLISH)

As required by state and federal law (State-Bilingual Education Act of 1975, Federal-Lau vs. Nichols Supreme Court ruling of 1974), all parents must be surveyed as to the home language of their public school children.

ENGLISH

TO BE COMPLETED BY PARENT OR GUARDIAN:

Please answer the following six questions and have your child return this form to school tomorrow.

We need this information in order to provide a good instructional program for your child.

1. What language did your child first learn to speak? _____
2. What language do you use most often when speaking to your child at home? _____
3. What language does your child use most often when speaking to you, his parents, at home? _____
4. What language does your child use most often when speaking to brothers and sisters? _____
5. What language does your child use most often when speaking to other relatives? _____
6. What language does your child use most often when speaking to friends at home? _____

Thank you for your cooperation.

_____
Parent Signature

Union City Bilingual Education Program

H
3

CRITERIA FOR THE SELECTION OF LANGUAGE PROFICIENCY TESTS

1. TEST APPROPRIATENESS

   a. Is the test designed only for placement, or does it also reveal strengths and weaknesses?

   b. Is the instrument appropriate for local needs?

   c. Who administers it? (classroom teacher, guidance counselor).

   d. How is it administered? (group or individually).

2. LINGUISTIC CRITERIA

   a. Which language skills does the test measure? Is it clear as to what particular skill is being measured by a specific task?

   b. Does the instrument measure natural language use?

   c. Does the test measure language skills at appropriate developmental levels?

3. SOCIOCULTURAL CRITERIA

   a. Is the instrument culturally appropriate?

4. PSYCHOMETRIC CRITERIA

   a. Is the instrument valid?

   b. Does the test have alternate parallel forms for pre- and post-testing?

   c. Does the test have equated levels or levels that measure the same skill? (e.g., K-2 level, 3-5 level, 6-8 level, 9-12 level.)

   d. On what group was the test normed? Monolingual English? Limited English proficient? Puerto Ricans? Mexicans? etc.

Characteristics of Selected Tests of English Language Proficiency

TEST	DESCRIPTION	FORMS, LEVELS GRADES	PUBLISHERS/ DISTRIBUTOR
Basic Inventory of Natural Language (BINL) 1977-79	Oral language test of natural speech patterns. Student's story about a stimulus picture is recorded in group setting and transcribed for computer analysis. Kit C or D: 7-12	Forms: two for each level Kit A or B: K-6 (800) 538-9547	Publishers Test Service CTB/McGraw-Hill 2500 Garden Road Monterey, CA 93940
Bilingual Syntax Measure (BSM) 1975-78	Picture tests include 25/26 items. Examiner asks questions about pictures, scores student's answers, and enters score in student response booklet.	Forms: English, Spanish Level I: K-2 Level II: 3-12	The Psychological Cooperation 7500 Old Oak Boulevard Cleveland, Ohio 44130 (216) 234-5300
Bilingual Oral Language Test (BOLT) 1976-77	A 24-item test in four levels. After interview, examiner asks brief questions about three pictures, scores answers, and records on test/answer sheet.	Forms: English, Spanish Level: one Grades: 4-12	Bilingual Productions P.O. Box 9337 North Berkeley Berkeley, CA 94709-0337 (415) 548-3777
Idea Oral Language Proficiency Tests (IPT) 1979	Tests include 83/91 items organized by levels of proficiency. Student responds orally to verbal and picture stimuli until level of proficiency is reached.	Forms: English (A&B) Spanish Portugese Level I: K-6 Level II: 7-12	Ballard & Tighe 480 Atlas Street Brea, CA 92621 (714) 990-4332 (800) 321-4332
Ilyin Oral (IOI) 1972-78	For use as a 30 or 50 item interview. Questions are based on a picture series with a simple story line. Examiner scores and records responses.	Forms: English Levels: one Grades: 7-12	Newbury House Publishers 54 Ware House Lane Rowley, MA 01969 (800) 343-1240

Prepared by ECIA Chapter I Evaluation Technical Assistance Center

TEST	DESCRIPTION	FORMS, LEVELS GRADES	PUBLISHERS/ DISTRIBUTOR
Language Assessment Battery (LAB) 1977; 1982	Batteries of norm-referenced tests to assess proficiencies in four language skill areas. All subjects, except speaking, have a multiple choice format.	Forms: A & B in English & Spanish Level I: K-2 Level II: 3-5 Level III: 6-8 Level IV: 9-12	New York City Schools Office of Testing Division of Curriculum and Instruction 131 Livingston Street Brooklyn, N.Y. 11201 (212) 824-4101
Language Assessment Scales (LAS) 1977-82	Measures student performance across four linguistic subsystems. An audio-cassette is used for 4 of 5 subtests to ensure standard pronunciation. Examiner records student responses.	Forms: English A & B Spanish Level I: K-5 Level II: 6-12	Linguametrics Groups P.O. Box 3495 San Rafael, CA 94912 (415) 499-9350
Maculaitis Assessment Program (MAC) 1982	A coordinated series of six normed test batteries. Different item types are used to measure proficiency in the four skill areas.	Forms: English Levels: K-1 2-3 4-5 6-8 9-12	Janus Book Publishers The Alemany Press 2501 Industrial Parkway Hayward, CA 94545 (415) 887-7070
MAT-SEA-CAL Oral Proficiency Test 1974-77	A 68-item test in three parts. Measures student performance through listening comprehension, sentence repetition and structured responses.	Forms: English Spanish Levels: one Grades: K-4	Dr. Thomas Bell College of Education University of Idaho Moscow, ID 83643 (208) 805-6722
Oral Language Evaluation (OLE) 1975-77	An evaluation manual to help identify, diagnose, and prescribe student's oral language needs. Pictures are used to elicit language samples for analysis.	Forms: English Spanish Levels: one Grades: 1-3	EPC Publishing 300 York Avenue St. Paul, MN 55101 (800) 328-1452

TEST	DESCRIPTION	FORMS, LEVELS GRADES	PUBLISHERS/ DISTRIBUTOR
The John Test, 1976	A test of oral proficiency for ESL program placement. Student answers questions about a series of pictures sharing a storyline.	Forms: English Levels: one Grades: College and adult programs. May be suitable for high school.	LINC-Language Innovation 2112 Broadway, Room 515 New York, NY 10023 (212) 873-9478
Test of Language Development (TOLD) 1977-82	Batteries of 5-7 subtests assess different components of receptive and expressive language. Examiner scores and records each student's responses.	Forms: English only Levels: Primary K-3 Intermediate 3-7	Publishers Test Service CTB/McGraw-Hill 2500 Garden Road Monterey, CA 91940 (800) 538-9547

OVERHEAD TRANSPARENCIES

MODULE II

SESSION II

IDENTIFYING LIMITED ENGLISH PROFICIENT STUDENTS

OBJECTIVES

1. TO UNDERSTAND THE MEANING OF "LIMITED ENGLISH PROFICIENCY" IN AN ACADEMIC CONTEXT.

2. TO GAIN A KNOWLEDGE OF THE METHODS USED TO IDENTIFY LEP STUDENTS AND ASSESS LANGUAGE PROFICIENCY.

3. TO REVIEW THE NEW JERSEY STATE GUIDELINES FOR IDENTIFYING LEP STUDENTS AND DETERMINING READINESS FOR EXITING FROM THE BILINGUAL PROGRAM.

4. TO BE ABLE TO CRITICALLY EXAMINE LANGUAGE PROFICIENCY TESTS.

ISSUES IN IDENTIFYING LIMITED ENGLISH PROFICIENT STUDENTS

- WHAT IS "LANGUAGE PROFICIENCY" AND HOW DOES IT RELATE TO SCHOOL ACHIEVEMENT?

- WHO IS THE LIMITED ENGLISH PROFICIENT (LEP) STUDENT?

- WHAT IS THE BEST WAY TO DETERMINE IF A CHILD IS LEP?

WHAT IS LANGUAGE PROFICIENCY IN AN ACADEMIC CONTEXT?

ACADEMIC LANGUAGE PROFICIENCY MEANS THE STUDENT CAN:

1. FUNCTION IN THE FOUR LANGUAGE SKILLS IN ENGLISH AT A LEVEL COMPARABLE TO HIS/HER MONOLINGUAL ENGLISH SPEAKING PEERS; AND

2. MEANINGFULLY PARTICIPATE IN AND BENEFIT FROM INSTRUCTION IN AN EDUCATIONAL SETTING WHERE ONLY ENGLISH IS USED.

LANGUAGE PROFICIENCY IS THE ABILITY TO USE LANGUAGE FOR BOTH ACADEMIC AND BASIC COMMUNICATIVE TASKS.

BICS or CALP?

1. WHAT TYPE OF LANGUAGE IS USED AMONG PEERS IN THE CLASSROOM?

2. WHAT KIND OF STUDENT-TEACHER AND TEACHER-STUDENT INTERACTIONS TAKE PLACE?

3. WHAT LANGUAGE DOES A CHILD USE ON THE PLAYGROUND?

4. WHAT LINGUISTIC SKILLS DOES THE STUDENT NEED IN ORDER TO UNDERSTAND THE TEXTBOOKS?

SOURCES OF INFORMATION FOR IDENTIFYING LEP STUDENTS

- PARENTS
- TEACHERS
- STUDENTS THEMSELVES
- OTHER STUDENTS
- READING TEST SCORES
- LANGUAGE PROFICIENCY TEST SCORES
- LANGUAGE DOMINANCE TEST SCORES

IMPORTANT QUESTIONS FOR CLASSIFYING STUDENTS AS LEP

IS THERE A SECOND LANGUAGE IN THE STUDENT'S BACKGROUND?

WHAT IS THE STUDENT'S NATIVE LANGUAGE?

WHAT LANGUAGE DOES HE/SHE SPEAK AT HOME?

WHAT LANGUAGE DOES HE/SHE FEEL MOST COMFORTABLE USING?

IN WHAT LANGUAGE DOES HE/SHE LEARN BEST?

HOW PROFICIENT IS HE/SHE IN ENGLISH?

CAN HE/SHE DO CLASSROOM WORK IN ENGLISH?

PURPOSES FOR TESTING LANGUAGE PROFICIENCY

TO ACQUIRE INFORMATION IMPORTANT FOR CLASSIFYING STUDENTS AS LEP.

TO ACQUIRE DIAGNOSTIC INFORMATION IMPORTANT FOR PROMOTING ENGLISH LANGUAGE DEVELOPMENT.

STEPS TO IDENTIFY LIMITED ENGLISH PROFICIENT STUDENTS IN NEW JERSEY

IDENTIFY TARGET POPULATION

(STUDENTS WITH ANOTHER LANGUAGE IN THEIR BACKGROUND)

PRELIMINARY SCREENING

ENGLISH READING LEVEL

ADMINISTER ENGLISH LANGUAGE PROFICIENCY TEST

IDENTIFY STUDENTS BELOW THE STANDARD LEVEL OF ENGLISH LANGUAGE PROFICIENCY

GUIDELINES FOR ESTABLISHING EXIT CRITERIA

DECISIONS REGARDING EXIT SHOULD BE MADE AT THE END OF THE SCHOOL YEAR.

IT IS RECOMMENDED THAT PARENTS BE INFORMED OF A STUDENT'S PLACEMENT IN THE REGULAR CLASS.

SUGGESTED CRITERIA INCLUDE:

- LANGUAGE PROFICIENCY TEST SCORE
- STANDARDIZED TEST SCORES IN READING AND MATH
- TEACHERS' RECOMMENDATION, BOTH BY BILINGUAL AND ESL TEACHERS
- PERFORMANCE DATA OF STUDENT'S WORK IN ENGLISH

FOLLOW-UP AFTER PLACEMENT

MODULE III

Assessing the Needs of the Limited English Proficient Student

MODULE III

ASSESSING THE NEEDS OF THE LIMITED ENGLISH PROFICIENT STUDENT

Objectives

The participants will:

1. Understand the role of assessment in a bilingual education program.

2. Gain a general knowledge of English language assessment, dominance and basic skills tests and their uses.

Key Concepts

- The main purposes for testing in a bilingual program are: classification for entry and exit, and determining student and program status.

- The tests specific to bilingual programs are: English as a second language tests, and reading and math tests in the native language or English depending on the students' English language level.

- Basic skills should be tested in the students' dominant language because it is important to determine students' cognitive abilities in the language in which they can best express them.

Trainer Preparation

Gather some widely used commercially made language assessment, language dominance and basic skills tests (Spanish and English versions as well as other languages, when available).

Workshop Procedures for the Trainer

1. **Understanding the role of assessment in a bilingual education program.**

Review the objectives of the session and the agenda.

Discuss the purpose of assessment in bilingual education programs:

- Classification of students for program entry or exit
- Diagnosis of student strengths and weaknesses
- Planning for program improvement
- Program evaluation
- Determination of the language of instruction

Explain that there are three types of tests that are important in bilingual programs and describe the kind of information that each gives.

- English language assessment
- Language dominance
- Basic skills in the native language

2. **Gaining a knowledge of English as a second language, dominance and basic skills tests and their uses.**

Explain that if the student is diagnosed as dominant in his/her native language and is placed in a bilingual program, he/she will receive instruction in English as a second language, and content-area instruction primarily in the native language at first. Thus, the teacher will have to periodically assess both areas, the first, by using an English language assessment instrument that provides specific information about the student's strengths and weaknesses; and the second, by using teacher-made criterion referenced tests for periodical checks of learning and/or normed achievement tests in the native language that parallel the standardized tests used by the district (eg. CTBS-Espanol, CAT-Spanish).

Language Dominance Tests

Discuss the uses of dominance testing and the purpose for determining language dominance. Point out that language dominance is an analysis of the use of two languages that focuses on two aspects of language use:

1) the degree to which one language is used more than another; and/or

2) the comparative degree of proficiency with which the two languages are spoken in a given context.

English as a second language tests

Introduce ESL assessment by explaining that it differs from proficiency testing in that it must provide detailed information about the student's strengths and weaknesses in the English language. A proficiency test provides information to identify the student as LEP or English proficient, but may not give information about specific skill deficiencies.

Activity: Hand out some language assessment/proficiency tests, and in groups of three or four, have participants determine if they are adequate for diagnostic purposes. Are they designed to provide detailed information about the students' strengths and weaknesses with the language? What are some of the specific skills tested?

Basic skills tests

Discuss the rationale for using tests in the students' dominant language to test basic skills.

Point out that it is important to assess students in their dominant language because the teacher needs information about the student's cognitive skills, not just about his/her linguistic ability. Furthermore, testing a student in a language in which he/she isn't fluent places a double burden on him/her: cognitive and linguistic.

While there are native language equivalents of some commercial tests, these are rare, and school districts should use community resources for assessing students from other language groups.

Using the list of tests, discuss any test mentioned with which you or the participants may be familiar.

Allow participants to examine some commercial basic skills tests in other languages and compare them with the English versions. If the trainees do not understand the language of the test, they may examine them for an overall impression.

Choose a test and discuss the following points:

- Is the level of difficulty of the two versions the same?
- Is the format the same? Are there the same number of items in each test?
- Are the tests culturally biased? Are there concepts that are familiar to English-speaking students but not to students of the bilingual program?
- Does the test assess the skills specified in the curriculum?

Conclude the session by reviewing the guidelines for the assessment of LEP students.

Follow-up Activities

1. Choose a specific LEP population in a school district and examine possible standardized tests to use with these students. Some of the relevant questions to ask are: Is the content sampled in the test representative of the classroom content in the program? Is the curriculum aligned to the skills being tested? What are the characteristics of the children in the norming sample? Does the test require a skill that the children have not developed? Is the variety of native language used on the test familiar to the children? Will the information to be acquired from the test be useful? (Woodford, 1981)

2. Choose a school district with a growing LEP population and plan a testing program which includes: 1) a means of identifying LEP students; b) procedures for determining mastery of basic skills in the native language; and c) a means of determining when the student is ready and able to receive instruction in the monolingual English classroom.

MODULE III

References

Burt, M. and Dulay, H. (1978). Some guidelines for the assessment of oral language proficiency and dominance. TESOL Quarterly, 12 (2).

Oller, J.W., Jr. (1979). Language Tests at School. London, Longman Group, LTD.

Santa Cruz Bilingual Education Design, (1977). Language Assessment (Module II). University of Arizona: Arizona Bilingual Materials Development Center.

Spencer, M. (1982). Testing Instruments. Bilingual Education Teacher Training Packets, Packet 2, Series A. Dallas: Evaluation, Dissemination and Assessment Center.

HANDOUTS

MODULE III

MODULE III

Assessing The Needs of the Limited English Proficient Student

Agenda

I. The role of assessment in a bilingual program

   A. Classification for entry and exit
   B. Determining student and program status

II. Planning a testing program

   A. Language dominance tests
   B. English language proficiency tests
   C. Basic skills tests

Guidelines for the Assessment of Limited English Proficient Students

Who should be assessed?

All students enrolled in New Jersey public schools should be assessed annually to determine their basic skills proficiencies. This means therefore, that students enrolled in bilingual education programs should be assessed, just as their peers enrolled in English-only classrooms.

What skills should be assessed?

Students should be assessed in the following areas:

- reading
- writing
- mathematics
- English language development or English as a second language (ESL)

In what language should students be assessed?

Students should be assessed in the language that will provide the fairest profile of their skills and abilities.

How should the determination in which language to assess be made?

Students should be assessed in their dominant language or primary instructional language.

What is meant by dominant language?

Language dominance is an analysis of the use of two languages that focuses on two aspects of language use: 1) the degree to which one language is used more often than another, and/or 2) the comparative degree of proficiency with which the two languages are spoken.

How can this determination be made?

There are many standardized language dominance tests that can be administered. However, a criterion referenced checklist/instrument could be used to assist teachers in making this determination in an informal assessment of language dominance.

Should students always be assessed in their dominant language?

Very often the dominant language of the student will be the language in which the student should be assessed. However, if students have not been provided any formal instruction in that language, then the language which is their primary instructional language may provide a fairer assessment of their skills.

When might a situation like this occur?

Students of limited English proficiency who have only been enrolled in English-only classrooms may be dominant in their native language, yet may have only been taught reading and mathematics in English. If they have never seen their own language in print, they would still do better on any written test administered in English. But, the fact that they are limited English proficient will most certainly prohibit them from performing up to their full capabilities.

What is the difference between ESL tests and English reading tests?

ESL tests assess listening comprehension and speaking skills, as well as in some cases reading and writing skills. The two tests focus on different skills: ESL tests focus on language acquisition; English reading tests focus on basic skills and study skills acquisition. They are designed for different purposes. ESL tests focus on comprehension of the language and mastery of the form or structure of the language. Reading tests focus on critical thinking skills related to the reading process.

What are some of the commonly used tests for these different areas?

Below is a list of the most commonly used tests identified in the state.

Language Dominance Tests

Basic Inventory of National Language (BINL)
Bilingual Syntax Measure (BSM)
Language Assessment Scales (LAS)
Moreno Oral English/Spanish Proficiency Test
LAB - Spanish/English Proficiency Test

Basic Skills Tests

(Spanish)
CTBS-Espanol
EL Circo
LEAMOS: Spanish Development Reading Test
Riverside Spanish Assessment
Brigance Diagnostic Assessment of Basic Skills

(Portuguese)
Falls River

ESL

Camden City ESL/CRT
IDEA Mastery Tests
Language Assessment Battery (LAB) 1976
Language Assessment Battery (LAB) 1982
Maculaitis Test
Secondary Level English Proficiency Test (SLEP)
Woodcock Language Proficiency Battery

OVERHEAD TRANSPARENCIES

MODULE III

SESSION III

ASSESSING THE NEEDS OF THE LIMITED ENGLISH PROFICIENT STUDENTS

OBJECTIVES

1. TO UNDERSTAND THE ROLE OF ASSESSMENT IN A BILINGUAL EDUCATION PROGRAM.

2. TO GAIN A GENERAL KNOWLEDGE OF ENGLISH LANGUAGE ASSESSMENT, DOMINANCE AND BASIC SKILLS TESTS AND THEIR USES.

PURPOSES OF TESTING IN BILINGUAL EDUCATION PROGRAMS

1. DETERMINATION OF THE LANGUAGE OF INSTRUCTION

2. CLASSIFICATION OF STUDENTS FOR PROGRAM ENTRY

3. CLASSIFICATION OF STUDENTS FOR TRANSITION OR EXIT FROM THE PROGRAM

4. DIAGNOSIS OF STUDENT STRENGTHS AND WEAKNESSES

5. PLANNING FOR PROGRAM IMPROVEMENT

6. PROGRAM EVALUATION

ASSESSING THE NEEDS OF LEP STUDENTS

LANGUAGE ASSESSMENT

IN WHICH ESL CLASS DOES HE/SHE BELONG?

WHICH ENGLISH LANGUAGE SKILLS DOES HE/SHE POSSESS OR LACK?

LANGUAGE DOMINANCE

IN WHICH OF TWO LANGUAGES IS THE CHILD MOST COMPETENT AND CAPABLE OF LEARNING?

BASIC SKILLS

WHICH COGNITIVE SKILLS DOES THE STUDENT HAVE?

HOW DO THESE SKILLS COMPARE WITH THOSE OF OTHER STUDENTS AT THE PARTICULAR AGE/GRADE LEVEL?

LANGUAGE DOMINANCE

LANGUAGE DOMINANCE REFERS TO AN INDIVIDUAL'S RELATIVE ABILITY IN TWO OR MORE LANGUAGES.

THE PURPOSE OF TESTING LANGUAGE DOMINANCE IS TO DETERMINE IN WHICH OF TWO OR MORE LANGUAGES A CHILD IS MOST COMPETENT AND CAPABLE OF LEARNING.

ENGLISH AS A SECOND LANGUAGE

- PROVIDE DETAILED INFORMATION ABOUT THE STUDENT'S RELATIVE STRENGTHS AND WEAKNESSES IN ONE OR MORE LANGUAGE PARAMETER (e.g., LEXICON, SYNTAX, PHONOLOGY, SEMANTICS), AND IN ONE OR MORE OF THE FOUR LANGUAGE AREAS (e.g., LISTENING, SPEAKING, READING, WRITING)

- SHOULD BE VALID AND RELIABLE AT THE INDIVIDUAL STUDENT LEVEL

BASIC SKILLS TESTS

A STANDARDIZED TEST OF ACHIEVEMENT IN ENGLISH MAY NOT BE APPROPRIATE FOR LEP STUDENTS FOR THE FOLLOWING REASONS:

1. LINGUISTIC:

   STUDENT MAY HAVE NECESSARY COGNITIVE SKILLS, BUT INSUFFICIENT COMMUNICATIVE COMPETENCE IN ENGLISH;

2. CULTURAL:

   STUDENT MAY NOT UNDERSTAND CULTURAL REFERENTS, AS THE TEST MAY BE CULTURALLY BIASED;

3. NORMING POPULATION:

   MAY BE BASED ON A DISSIMILAR POPULATION.

MODULE IV

CURRICULUM ISSUES

MODULE IV

CURRICULUM ISSUES

Objectives

The participants will:

1. Understand the issues involved in planning and developing a curriculum;

2. Understand the components of a bilingual curriculum and the theoretical rationale for these; and

3. Become aware of the different bilingual program models and their corresponding philosophy and curricula.

Key Concepts

- Curriculum development begins with an assessment of students' needs, as well as a consideration of factors including:

  high school graduation requirements and examinations
  state law regarding educational requirements for LEP students
  school district philosophy
  content-area curriculum for monolingual students

- The subject areas specific to bilingual education and not included in the regular curriculum are:

  ESL
  native language arts
  instruction about the students' native culture
  content area instruction in the native language

- The basic bilingual program models are:

  transitional
  maintenance
  enrichment

- Some English-based designs are:

  immersion
  ESL pull-out

- "Submersion" refers to the absence of a program

Workshop Procedures for the Trainer

1. Understanding the issues in planning and developing curricula.

Briefly discuss the objectives of the session, and the agenda of workshop activities.

Initiate the session by encouraging the participants to brainstorm to define curriculum:

Write participants' definition on the board and summarize.

H 2 Introduce the problem solving activity and have participants discuss the following:

- What general goals should the district pursue with respect to these students?
- What curriculum issues are therefore specific to this population?

This activity is to encourage participants to think about some issues that influence curriculum development.

2. Understanding the components and theoretical framework of a bilingual curriculum.

Write some of the points discussed from the questions on the blackboard and summarize them. Indicate that there are many factors to be considered in developing a curriculum to suit the needs of LEP students.

These include age and grade levels of the students, philosophy of the school district, available staff and resources, promotion-retention policy, exit criteria, state law, the regular curriculum, high school graduation requirements, examinations, the students' basic skills in their native language, their level of English proficiency and their cultural background.

Point out that the basic assumption underlying a bilingual curriculum is that its content parallels that of the regular district curriculum. In addition an ESL component is an integral part of the bilingual curriculum. In a transitional program, the students are taught the same concepts in their native language until they are sufficiently proficient in English to make a transition to the English-only program. Depending on the needs of the students and the kind of program that is ultimately established, the curriculum may include subject areas that are specific to a bilingual program as listed below.

Discuss the ways in which the bilingual curriculum differs from the regular curriculum:

- ESL instruction
- native language arts
- instruction in the native culture.
- "transfer" instruction and "comprehensible input"
- content area instruction in the native language.

Point out that the key differences are linguistic and cultural. Linguistic differences include instruction in developmental native language arts, English as a second language, and content area instruction in the first language. Cultural considerations include having sensitivity to cultural differences in learning modes, bias in textbooks and texts, and finding ways of weaving the students' native culture into the program.

Discuss the theoretical rationale for a bilingual curriculum including:

- Cummins' theory of the dual nature of language proficiency (you may refer to Module I for information and overhead transparencies);
- The rationale for teaching literacy skills and concepts in the dominant language and assisting the student in transferring them to English;
- The transferability of literacy skills from the first language to the second; and
- The amount of time necessary to acquire cognitive/academic English language skills.

3. **Becoming aware of some of the different bilingual program models and their corresponding curricula.**

Continue the above presentation explaining that there are various ways of approaching the task of educating LEP students, depending on the philosophy of the state and/or school district. Indicate that in New Jersey there is a transitional bilingual education law; thus, the transitional model prevails. Explain the main tenets of this model.

Present the other philosophies and their corresponding models and indicate that these are the major approaches to educating LEP students; however, districts must develop programs based on the students' needs, community preferences, district philosophy, and state law, as well as practical concerns involving resources and available staff.

- maintenance
- enrichment bilingual
- immersion
- ESL pull-out
- submersion

Alternative program designs are outlined in Module VI.

Divide the group into pairs. Hand out and discuss the situation and explain that they will have 30 minutes to discuss this in the role of parents. The point of this activity is to have participants think about their own philosophy regarding second language education, and the priorities for educating LEP students. Ask each of the pairs to summarize their discussion for the group.

On the blackboard write some of the salient points brought up in the discussion regarding the factors to be considered in developing an educational program for LEP students and summarize the session using them.

Follow-up Activities

1. Examine some commercially produced bilingual education program materials and analyze the pedagogical and cultural assumptions underlying them:

   a. Are the materials directed to any particular nationality?

   b. For what age group are they appropriate?

   c. Were they developed in this country or in another country? If the latter, are they appropriate for U.S. language minority students?

   d. Are the materials translated from English? If so, does the translation adequately reflect the concepts expressed in the original English version?

MODULE IV

References

Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In schooling and language minority students: A theoretical framework (pp. 3-49). Los Angeles, California: Evaluation, Dissemination and Assessment Center.

Degoe, R.M. and Solis, J.D. (1978). Curriculum development. In L.A. Valvadere (Ed.) Bilingual education for latinos. Washington, D.C. Association for Supervision and Curriculum Development.

Finocchiaro, M. and Bonomo, M. (1976). The foreign language learner: A guide for teachers. New York: Regents Publishing Co.

HANDOUTS

MODULE IV

MODULE IV

Curriculum Issues

Agenda

I. Issues in planning and developing a bilingual curriculum

   A. Defining curriculum

   B. Factors relevant to LEP students

      1. Needs
      2. Goals

II. Components of a bilingual curriculum

   A. The regular curriculum and the bilingual program curriculum

   B. Theoretical rationale of bilingual curricula

III. Educational philosophy and its effect on program models and curricula

   A. Transitional
   B. Maintenance
   C. Enrichment
   D. Immersion
   E. ESL pull-out
   F. Submersion

H
2

Problem Solving Activity

Your school district is in an aging, deteriorating urban center in a northeastern state. Approximately 70 percent of the population lives below the poverty level. While for the past thirty years the city has experienced a decline in population, the minority population has increased and presently comprises over 50 percent of the total population. The minority population is overwhelmingly black and Hispanic, with a few southeast Asian families which have settled over the last 10 years. Presently, there is an enrollment of 5,728 Hispanic students. Of these, approximately 30 percent have been identified as LEP, with the majority (69%) of these enrolled in grades K-5.

What goals/objectives do you feel your district should adopt with respect to the LEP students?

How would this affect the curriculum?

Simulation Activity

You work for an American multinational corporation. You've just been transferred to Paris, France, for three years. You have two children, ages 6 and 13, and must choose among schools in which to enroll them. You have the option of placing them in an American school in which all subjects are taught in English with French being taught as a second language; or a regular French school with no instruction in English. The American School also offers a bilingual program, in which the students spend half a day learning subject matter in French and half a day learning in English. Your company also offers the option of hiring a tutor to instruct your children at home on a part-time basis as a supplement to the school program. Your six-year-old was doing well in first grade before you left the U.S. Your thirteen-year-old was academically behind her peers as a 7th grader doing 5th grade work.

What kind of program would you prefer for your children? Why?

OVERHEAD TRANSPARENCIES

MODULE IV

SESSION IV

CURRICULUM ISSUES

OBJECTIVES:

1. TO UNDERSTAND THE ISSUES IN PLANNING AND DEVELOPING A CURRICULUM

2. TO UNDERSTAND THE COMPONENTS OF A BILINGUAL CURRICULUM AND THE THEORETICAL RATIONALE UNDERLYING THESE.

3. TO BECOME AWARE OF THE DIFFERENT BILINGUAL PROGRAM MODELS AND THEIR CORRESPONDING PHILOSOPHY AND CURRICULA.

BILINGUAL/ESL PROGRAM MODELS

TRANSITIONAL

SUBMERSION

MAINTENANCE

ENGLISH AS A SECOND LANGUAGE

ENRICHMENT BILINGUAL EDUCATION

IMMERSION

TRANSITIONAL PHILOSOPHY

TRANSITIONAL EDUCATION PROGRAMS ARE DESIGNED TO DEVELOP LITERACY SKILLS AND SUBJECT MATTER KNOWLEDGE AND SKILLS THROUGH THE USE OF BOTH LANGUAGES UNTIL STUDENTS HAVE ACQUIRED SUFFICIENT ENGLISH LANGUAGE SKILLS TO SUSTAIN GRADE-LEVEL ACADEMIC ACHIEVEMENT IN THE ENGLISH CLASSROOM.

4

TRANSITIONAL BILINGUAL EDUCATION

THE USE OF TWO LANGUAGES AS MEDIA OF INSTRUCTION WITH A GRADUAL SHIFT FROM MORE L1 TO MORE L2 AS ENGLISH PROFICIENCY INCREASES

NATIVE LANGUAGE CURRICULUM PARALLELS THE REGULAR CURRICULUM

BILINGUAL TEACHERS, BOOKS AND MATERIALS ARE USED

ENGLISH IS STUDIED AS A SEPARATE SUBJECT BUT READING IS GENERALLY TAUGHT IN THE NATIVE LANGUAGE FIRST

NATIVE LANGUAGE ARTS AND NATIVE CULTURE ARE A PART OF THE CURRICULUM

PARTICIPATION IS GENERALLY THREE YEARS, AT WHICH TIME STUDENTS ARE TRANSITIONED FROM THE PROGRAM IF THEY MEET EXIT CRITERIA.

MAINTENANCE PHILOSOPHY:

THE ACQUISITION AND MAINTENANCE OF ENGLISH AND NATIVE LANGUAGE SKILLS ARE GIVEN EQUAL IMPORTANCE; THUS, STUDENTS' NATIVE LANGUAGE SKILLS ARE DEVELOPED THROUGHOUT THEIR SCHOOL CAREERS.

MAINTENANCE BILINGUAL EDUCATION

CONCEPT ACQUISITION AND DEVELOPMENT IN THE FIRST LANGUAGE WITH REINFORCEMENT IN THE SECOND LANGUAGE

READING, OR ACQUISITION OF LITERACY, IN THE DOMINANT LANGUAGE FIRST AND LATER ADDED IN THE SECOND LANGUAGE

SEQUENTIAL SECOND LANGUAGE INSTRUCTION

CONTINUED DEVELOPMENT OF NATIVE LANGUAGE SKILLS EVEN AFTER BECOMING PROFICIENT IN ENGLISH

INTEGRATION OF NATIVE CULTURE IN THE CURRICULUM

ENRICHMENT BILINGUAL EDUCATION PHILOSOPHY

BILINGUALISM IS A VALUABLE GOAL FOR BOTH NATIVE ENGLISH-SPEAKING STUDENTS AS WELL AS NON-ENGLISH SPEAKERS. THUS, THE GOAL OF THIS APPROACH IS FOR BOTH GROUPS TO BECOME BILINGUAL.

ENRICHMENT BILINGUAL EDUCATION

- TWO LANGUAGES ARE USED AS MEDIUM OF INSTRUCTION
- TEACHERS ARE BICULTURAL AND BILINGUAL
- LANGUAGE MAJORITY AND LANGUAGE MINORITY STUDENTS ARE IN THE PROGRAM TOGETHER
- EQUAL VALUE IS GIVEN TO BOTH LANGUAGES AND BOTH CULTURES.

IMMERSION PHILOSOPHY

THE GOAL OF THE PROGRAM IS ENGLISH ACQUISITION THROUGH CONTENT INSTRUCTION. TO THIS END, THE CURRICULUM IS STRUCTURED SO THAT CONCEPTS ARE INTRODUCED AND DEVELOPED IN ENGLISH, BUT AT A LEVEL COMMENSURATE WITH THE STUDENTS' ENGLISH PROFICIENCY, ACADEMIC ABILITY AND GRADE LEVEL.

IMMERSION PROGRAMS

- THE FOCUS IS ON CONTENT INSTRUCTION RATHER THAN LANGUAGE INSTRUCTION.

- ENGLISH IS TAUGHT THROUGH THE CONTENT; THUS ESL METHODS ARE USED IN TEACHING CONTENT AREAS

- LANGUAGE ARTS IN THE NATIVE LANGUAGE IS ADDED TO THE CURRICULUM AFTER TWO OR THREE YEARS

- THE CURRICULUM IS THE SAME AS FOR NON-IMMERSION STUDENTS BUT IT IS TAUGHT AT A DIFFERENT LEVEL OF COMPREHENSION

- STUDENTS ARE A RELATIVELY HOMOGENEOUS GROUP WITH NO PRIOR KNOWLEDGE OF THE TARGET LANGUAGE

ENGLISH AS A SECOND LANGUAGE PHILOSOPHY

THE GOAL OF THIS APPROACH IS RAPID ACQUISITION OF ENGLISH COMMUNICATION SKILLS. ITS BASIC TENET IS THAT STUDENTS ACQUIRE SECOND LANGUAGE SKILLS THROUGH A STRUCTURED PROGRAM OF SECOND LANGUAGE ARTS: LISTENING, SPEAKING, READING AND WRITING.

ENGLISH AS A SECOND LANGUAGE

AT LEAST ONE CLASS PERIOD OF ESL PER DAY IS TAUGHT

ENGLISH IS THE TARGET OF INSTRUCTION

A STRUCTURED, SYSTEMATIC CURRICULUM IS USED

UNITED STATES CULTURE IS TAUGHT

SUBMERSION PHILOSOPHY

LIMITED-ENGLISH PROFICIENT STUDENTS SHOULD HAVE THE SAME EDUCATION AS ALL OTHER STUDENTS. STUDENTS ARE PLACED IN THE SAME CLASSROOM AND TAUGHT THE SAME CURRICULUM AS THEIR NATIVE ENGLISH SPEAKING PEERS.

THIS APPROACH IS ALSO KNOWN AS "SINK OR SWIM."

SUBMERSION

THE COMPLETE, INTACT CURRICULUM AVAILABLE TO ALL STUDENTS IS USED WITH LEP STUDENTS

THE LANGUAGE OF INSTRUCTION IS THE MAJORITY LANGUAGE

THE TEACHER HAS NO SPECIFIC TRAINING FOR WORKING WITH CULTURALLY DIFFERENT STUDENTS AND IS NOT BILINGUAL

AN ABSENCE OF PROGRAMMATIC TREATMENT FOR LEP STUDENTS

MODULE V

CROSS-CULTURAL INTERACTION IN THE CLASSROOM

MODULE V

CROSS-CULTURAL INTERACTION IN THE CLASSROOM

Objectives

The participants will:

1. Understand the meaning of culture and intercultural relations;

2. Improve their understanding of the dynamics of cross-cultural interaction in a school setting; and

3. Become aware of ways of providing a supportive learning environment for culturally and linguistically diverse students.

Key Concepts

- LEP students may encounter difficulties in school as a result of cultural differences in:

  cognitive style
  role of the family in relation to school
  educational experiences in the native country
  cultural bias in materials
  teacher-pupil roles
  non-verbal behavior
  interaction style

- Teachers of LEP students can facilitate their students' cultural adjustment by being sensitive to cultural differences, especially as they relate to learning styles and teacher-pupil relationships, and by adjusting their teaching style to the learning and interactional preferences of their students.

Workshop Procedures for the Trainer

1. Understanding the meaning of culture and intercultural relations.

1 H 1 Introduce the program by discussing the objectives and agenda for the session.

2 Begin the session by raising some of the questions that will be discussed.

Ask participants to define culture and put their definitions on the board.

3 Summarize definitions by referring to the ways cultural conditioning affects the individual.

4 Ask participants to examine the transparency "How Others See Us." The two columns show how some Mexicans and Taiwanese perceive Americans. Read the qualities each of the two groups ascribe to Americans and ask participants to determine what the Taiwanese' perceptions reveal about their own cultural values vs. those of the Mexicans. For example, the fact that the Taiwanese see us as friendly and outgoing may mean that they are more reserved and formal than Americans. On the other hand, the fact that Mexicans see us as reserved may mean that they are more informal and gregarious than Americans are.

The major point to be made here is that the way each of the two groups perceives us depends on its own cultural values and behavior. Thus, it may be said that one's world-view is largely affected by cultural conditioning.

2. Understanding the dynamics of cross-cultural interaction in a school setting

Learning style

5 Describe how cultural factors may affect learning style. A student's behavior must be understood by viewing it from his/her cultural context. The values and lifestyle of a cultural group affect the mother's style of childrearing which in turn affects the child's style of communicating, relating to others and responding to incentives. All of these factors influence a childs' style of learning.

Learning style refers to the way in which people prefer to learn and demonstrate what they have learned. It includes the way students interact with each other and with the teacher in a learning environment. For example, some cultures encourage competition, whereas others encourage cooperation. Other ways learning style is manifested is through participation skill, e.g., whether a student knows how to work in groups or independently, and how to take turns.

Verbal interaction is another dimension of learning style. In some cultures, ideas and feelings are not discussed as openly as in American culture. Thus, a student may feel uncomfortable or be unresponsive in a classroom situation when asked to reveal his/her feelings about a certain topic. Moreover, some cultures discourage people from openly revealing all they know.

Other culturally related behaviors include the acceptability of challenging the teacher. In some cultures children are taught not to question a teacher, especially publicly.

"Saving face" is an issue in some cultures; students may be very reluctant to respond incorrectly for fear of appearing ignorant in front of their peers.

The teaching style to which students are accustomed may present an additional barrier. In some cultures lecture formats and choral recitation are still widely used as a teaching method and some students may thus be unaccustomed to instruction that includes active participation in learning activities with peers. Note-taking, memorization and rote learning may be the only study skills a student uses.

Cognitive style

Discuss cognitive style and how certain aspects may be culturally related.

Cognitive style refers to the way in which a person thinks, perceives, remembers and uses information. Research has identified nine aspects of cognitive style, two of which are associated with cultural background. These two dimensions are sensory modality strength and field sensitivity/dependence (Cazden and Leggett, 1981).

Sensory modality strength refers to the degree to which an individual learns with any one of the senses, relative to the others. Thus, some children may learn better by seeing and touching, while others may be better auditory learners.

Field sensitivity/dependence refers to an individual's reliance on the surrounding context (field dependence) versus being independent or uninfluenced by the context. A student who is field independent may, for example, be motivated by a task and take initiative in completing it without too much structure or opportunity for interpersonal exchanges. Field-sensitive students, on the other hand, need more structure in tasks and affective feedback from the teacher.

Activity: Have participants group themselves, read the given situations and determine the culturally conditioned implicit assumptions of each of the persons. Assign a recorder to record and report the group's responses. Allow 10 minutes for each situation.

Situation 1: The question of the principal "Do you agree with that?" implies a number of culturally conditioned assumptions:

- The boy has his own explanation and would not hesitate to contradict his mother.
- The democratic atmosphere of the meeting places the boy on equal terms with the mother. By wanting to be "fair" to the boy by asking him if he agrees, the principal is assuming the equal status of the boy. In Anglo-American culture this may be valid but in many other cultures there are definite drawn lines of authority and status as they relate to teacher-student and parent-child. In some cultures, the mother and boy would be confused by the question.

Situation 2:

- The students come from a culture that stresses cooperation rather than competition. The teachers' comment that they can do as well as the other members of the class emphasizes the competitive aspect of the project which may not be a motivating factor in some cultures.
- Field sensitivity may be another factor in this situation.

Situation 3:

- Some cultures discourage expressing personal feelings to a group so that students may give facts but are reluctant to discuss opinions and feelings. In some cultures, lecturing and note-taking are customary pedagogical practices; open discussion is not.
- Another possibility is that the students' culture discourages them from revealing the total extent of their knowledge, as it may be seen as bragging.

3. **Gaining an awareness of ways of providing a supportive learning environment for culturally and linguistically diverse students.**

H 3 Refer to "Cultural Considerations in the Classroom." These are some teaching practices research has shown to be effective in helping LEP students succeed academically and socially. Discuss ways that teachers may put these findings into practice by elaborating on the points under each teaching practice.

Follow-up Activities

1. Participants observe a classroom with culturally diverse students and look for ways in which cultural differences manifest themselves in learning and interactional styles.
2. Participants develop strategies by which schools can contribute to bringing the language minority child's culture into the school. This may include strategies for parent and community participation, hiring and promoting native culture school personnel, in-service education and school-wide cultural activities.

MODULE V

References

Casse, Pierre (1981). Training for the cross-cultural mind. Washington, D.C.: The Society for Intercultural Education, Training and Research.

Cazden, C.B., Legget, E.L. (1981). Culturally responsive education: Recommendations for achieving Lau Remedies II. In Trueba, Guthrie, Au, Eds.) Culture and the bilingual classroom (pp. 69-86). Rowley, Massachussetts: Newbury House.

Effective Practices for Bilingual/ESL Teachers. New Jersey Department of Education, 1986.

Kraemer, A.J. (1977). Teacher training workshop in intercultural communication: Instructor's guide supplement (p.II2). Alexandria, Virginia: Human Resources Research Organization.

Landurand, Pat. NODAC, Columbia Univeristy (1985, June). Cultural considerations in educating LEP students. Workshop presented at the New Jersey State Department of Education.

Seelye, N.H. (1974). Teaching culture. Skokie, Illinois: The National Textbook Company.

Wederspahn, Gary (1981). Knowing your cultural baggage. In The Bridge. Denver, Colorado: The Center for Research and Education.

HANDOUTS

MODULE V

H
1

Module V

Cross-cultural Interaction in the Classroom

Agenda

I. Defining culture

   A. Cultural "conditioning"
   B. Culturally-determined perceptions

II. Cross-cultural interaction in school

   A. Learning style
   B. Cognitive style
   C. Culturally conditioned assumptions and expectations

III. Providing a supportive school environment for culturally diverse students

   A. Using cultural information in the classroom
   B. Anticipating areas of conflict
   C. Clarifying teacher - student roles
   D. Understanding non-verbal behavior
   E. Adapting instruction to cognitive style

H
2

Cross-cultural Interaction in School

Read the following situations and discuss the questions following each one.

Situation 1:

The parents of a Puerto Rican boy have been notified by the boy's school that one of them should come to a "conference." The result is a meeting involving the mother, the boy, the teacher, and an assistant principal. After a brief introductory statement by the latter, the teacher describes some aspects of the boy's classroom behavior which she would like to see changed. She illustrates with an incident. The mother responds by offering her explanation of the boy's behavior during the incident. The boy says nothing. The assistant principal (or it could be the teacher), wanting to be "fair" to the boy, turns to him and asks: "Do you agree with that?"

What are the culturally-conditioned assumptions of each of the persons?

(Kraemer, 1974)

Situation 2:

You are a ninth grade science teacher. You've assigned a project to be done individually and have announced that the two best projects in the class will compete in the state-wide science fair. You've noticed that three of your Mexican students have been working together on a project and explain to each of them that it is an individual project to be worked on alone. You say that this is a contest and stress to each one that you feel they have the capacity to do as well as any of the other members of the class. They seem puzzled by this.

Why do you think the students were puzzled?

Situation 3:

You teach eighth grade social studies. In one of your classes, you have four Asian students. They are good students, complete all of their assignments, and are generally doing well. However, during lively classroom discussions of social issues they are usually quiet and reticent to offer their ideas and opinions.

You have tried many times to involve them, by calling on them by name and asking what they think about a given issue, but find them unresponsive.

How would you interpret this behavior?

H
3

Providing a Supportive School Environment for Culturally Diverse Students

1. Effective teachers show that they value the students'cultures by making frequent use of cultural information in the classroom.

   Examples are:

   - conveying sensitivity to cultural differences
   - involving parents in the educational process
   - frequent use of cultural information from the native culture in the curriculum
   - arranging opportunities for LEP students and American students to share cultural information

2. Concerned educational personnel anticipate possible areas of cultural conflict and plan to alleviate them.

   Some areas of cultural conflict include:

   - language: easing the language barrier by using translated forms
   - role of the family in relation to the school in the students culture: active or passive
   - interaction between the sexes in the student's culture: free or restricted

3. Good teachers find out as much as possible about the type of schooling and classroom practices common in the society their students represent.

   In the student's native culture, what is/are the:

   - policy of mandatory education age, tests required, structure of levels?
   - curriculum - national or local?
   - materials - student or school property?
   - availability of support services (nurses, counselors, cafeterias)?
   - elective courses?

4. Good teachers clarify the roles of teacher and pupil.

   The areas where roles may need to be defined are:

   - authoritarian vs. democratic classroom environment
   - establishing interpersonal relationships

5. Teachers respond to cultural behaviors communicated both verbally and non-verbally.

   These include:

   - formality vs. informality of language
   - eye contact and other non-verbal behaviors
   - differing concept of time

6. Effective teachers observe and respond to the interaction preferences of their pupils by:

   - teaching participation skills (group work), turn-taking and independent work
   - teaching verbal participation: encouraging discussion of ideas; answering questions
   - encouraging appropriate group behavior: cooperation or competition

7. Effective teachers adapt instruction to differences in cognitive style.

   These include differences in:

   sensory modality - learning auditorily, visually or kinesthetically; and field sensitivity vs. field independence -- the effect of the surrounding environment on perception and learning.

OVERHEAD TRANSPARENCIES

MODULE V

SESSION V

CROSS-CULTURAL COMMUNICATION

OBJECTIVES

1. TO UNDERSTAND THE MEANING OF CULTURE AND INTERCULTURAL RELATIONS.

2. TO UNDERSTAND THE DYNAMICS OF CROSS-CULTURAL INTERACTION IN A SCHOOL SETTING.

3. TO BECOME AWARE OF WAYS OF PROVIDING A SUPPORTIVE LEARNING ENVIRONMENT FOR CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS.

CULTURE

WHAT IS CULTURE?

WHAT ARE THE ELEMENTS OF CULTURE?

What are some of the key "problems" which surface when several cultures meet?

What are some of the difficulties language minority students face in school as a result of cultural differences?

How can teachers become aware of culturally motivated behavior and expectations?

What can be done to help these students succeed in school and in society?

WHAT IS CULTURE?

CULTURE DETERMINES:

Perception of Reality

World View

Way of Life

Mode of Communication

Interpersonal Relationships

Value System

Assumptions About Reality

Body Language

Social Status

HOW OTHERS SEE US

AMERICAN TRAITS

(Wederspahn, 1981)

MEXICAN PERCEPTION	TAIWANESE PERCEPTION
RESERVED	FRIENDLY, OUTGOING
RUSHED, TIME-CONSCIOUS	RELAXED, EASYGOING
REALISTIC, HARD-HEADED	OPTIMISTIC
TEAM WORKER	INDEPENDENT
QUALITY-CONSCIOUS	OUTPUT-ORIENTED
UNEMOTIONAL	EMOTIONAL
SERIOUS, BUSINESS-LIKE	FUN-LOVING, JOKING
SELF-CONTROLLED	SELF-INDULGENT

CULTURAL INFLUENCES ON LEARNING STYLE

VALUES AND LIFE STYLES OF
CULTURAL GROUP

MOTHER'S STYLE OF
TEACHING AND CHILD-REARING

CHILD'S STYLE OF COMMUNICATING,
RELATING TO OTHERS AND
RESPONDING TO INCENTIVES

CHILD'S PREFERRED MODE OR
STYLE OF LEARNING

COGNITIVE STYLE

Definition: The way in which an individual perceives, synthesizes, and remembers information.

Dimensions of cognitive style affected by culture:

- Visual, Auditory, or Kinesthetic Sensory Modality Strength
- Field Dependence vs. Field Independence

MODULE VI

Organizing and Implementing Programs

Module VI

ORGANIZING AND IMPLEMENTING PROGRAMS

Objectives

The participants will:

1. Understand the issues that must be considered when organizing and implementing elementary and secondary bilingual education programs.

2. Understand New Jersey high school graduation requirements for LEP students.

3. Gain a knowledge of the various basic and alternative bilingual and ESL program designs.

4. Analyze the LEP student profile of a given district and determine which program design would be most suitable.

Key Concepts

- The way in which a bilingual education program is organized and implemented depends on a number of factors, including: the size of the LEP population, the educational needs of the students, their age/grade distribution, and their language background. Other factors that must be considered are state laws regarding LEP students, the school district curriculum, and the availability of professional staff.

- There are various possible program designs for LEP students in self contained and departmentalized bilingual instructional settings. These are team teaching, levelized, bilingual tutorial and tutorial high intensity ESL. ESL designs include in-class, pull-out, class period and high-intensity instructional settings.

- Some of the issues for consideration in developing bilingual programs at the secondary level are: high school graduation requirements, English fluency, student needs, course requirements, qualified staff, available resources, counseling and special programs.

- In New Jersey, LEP students who enter prior to ninth grade will be required to meet all of the statewide high school graduation requirements, including passing the ninth grade statewide test in English.

  Those LEP students entering prior to ninth grade who are unable to pass the test, but have satisfied all other requirements, will be allowed like all other students to go through the regular special review assessment (SRA).

All LEP students who enter New Jersey schools in grades nine through 12 will be required to:

- satisfy all credit, curriculum, and attendance requirements;
- take the ninth grade statewide test in English each year when it is regularly administered until they pass.

If these students are unable to pass the graduation test by the end of the 11th grade, they must be further evaluated through the native language special review assessment where they must:

- demonstrate mastery of basic skills in the native language and/or English; and
- pass an English fluency test.

Workshop Procedures for the Trainer

1. Becoming aware of the issues to consider when developing a bilingual program

Review the objectives of the session and the agenda.

Elementary programs

H 2 Hand out the problem solving activity and ask the participants to form groups of four or five.

Explain that this is a brainstorming session to determine the issues involved in developing a bilingual program. At this point, they are to raise relevant questions about program goals and organization. This activity should take about 10 minutes.

When the time is up, have the groups report the issues they raised. Write these issues on a chart or blackboard, as you will refer to them later.

Present some questions which must be considered when determining how a program will be organized. You may add further questions as they are brought up.

Summarize the essential points of the discussion, including the following:

- State regulations. The type of program may depend on the state's bilingual education law, if one exists. In New Jersey, the law mandates transitional bilingual education until the student meets exit criteria.

- Nature and size of the population. An important consideration is the number of LEP students, their age/grade levels, language backgrounds, distribution in the district schools, and socioeconomic status. Other factors that are important are country of origin, past educational background (school environment and pedagogical practices in native country); length of time in the U.S., educational level of parents and their occupations.

- Needs of the students. Students should be assessed in their dominant language in order to ascertain basic skill levels and deficiencies. Moreover, special needs must be determined.

- Regular school curriculum. The regular school curriculum must be examined as the bilingual program students will be expected to master the same skill levels. The basic skills curriculum for LEP students must be aligned to the district's skills array and an ESL curriculum developed.

- Resources available. The resources from district, state and federal sources.

- Availability of professional staff. The district must be aware of potentially certifiable native language educational personnel. In certain subjects and for certain language groups, this may be a problem.

Secondary programs

H 3 Using the problem solving activity, have a brainstorming session to elicit the issues and problems in providing courses for high school LEP students in all the representative languages. Ask the participants: Given the high school LEP population defined in the handout, what would be the factors that would have to be considered in developing programs for these students?

- Large number of courses in many languages as well as the courses within each subject area (Geometry, Calculus, Algebra I, II, III, etc.).
- Staffing these courses: finding certified teachers who speak the various languages.
- Ensuring that LEP students acquire the necessary skills, take required courses and meet all other graduation requirements.

2. Understanding New Jersey high school graduation requirements for LEP students

2,3 Begin with a discussion of high school graduation requirements in the state, since many issues will develop from this.

Using graduation requirements as a point of departure, refer back to the issues brought up during the brainstorming activity and elicit further comments. Some issues that should be emphasized are as follows:

- Basic skills requirements for graduation
- English fluency requirements for graduation
- Providing ESL instruction and comprehensible basic skills instruction for LEP students
- Alignment of the curriculum with the high school graduation test
- Finding qualified staff
- Support services

H 4,5 Show a sample program to meet curricular requirements in a bilingual program.

3. Getting an overview of program designs

4 Begin by briefly reviewing some of the possible bilingual and ESL program designs.

Discuss each of the designs in detail. See New Jersey State Department of Education publication Compensatory/Bilingual Education Programs: A Catalog of Descriptions.

It is important to stress that the bilingual program is the student's basic developmental program. At the elementary level, the self-contained setting is the most common. It is appropriate for any school with a sufficient number of students at a given grade level or cluster of grades who are limited English proficient and from the same language background. This setting includes team teaching and levelized designs.

Each of the designs in overhead transparencies 5 to 13 are most appropriate under certain conditions such as the following:

- Team teaching design

  For schools where teachers are willing to work together.

- Levelized program

  For any school with a sufficient number of students at a given grade level or cluster of grades who are LEP and from the same language background.

- Alternative bilingual basic skills program

  For districts with small numbers of LEP students at the elementary level.

- Departmentalized bilingual setting

  For secondary schools with LEP students of the same language background.

- Bilingual tutorial progarm

  For districts with small numbers of LEP students at the secondary level.

- In-class ESL

  For elementary or middle schools where there is limited instructional space.

- Pull-out ESL

  For LEP students in English-only or bilingual programs.

- Class period ESL

  For secondary school LEP students.

- High-intensity ESL

  For the secondary school student who must acquire English language skills at an accelerated rate and where there are insufficient numbers of students for a departmentalized bilingual program.

4. **Determining what bilingual program design best suits a given district.**

H 6

Refer back to the two school districts previously discussed, Briggston Public Schools and West Sandisfield. Divide participants into two groups, elementary and secondary. The elementary group will work with the West Sandisfield situation and the secondary group with Briggston. Hand out the list of questions and ask the participants to discuss the bilingual program design that would be most appropriate for each situation.

Assign a spokesperson in each of the two groups that will be responsible for recording and sharing group responses with the others.

Allow twenty to thirty minutes for this activity.

When groups have finished, elicit their conclusions and the reactions of the other group.

Follow-up activities

1. Have the participants examine copies of the state's high school graduation test. Ask them what particular problems they think the LEP students would encounter.

2. Secure a district summary of the LEP students' results on the high school graduation test. Have participants determine what skills LEP students have the most difficulty with, and discuss implications for the secondary program for LEP students.

MODULE VI

References

Clausell, Pablo. Jersey City Public Schools (1985, May). Developing secondary bilingual education programs. Workshop presented at the New Jersey State Department of Education.

Compensatory/Bilingual Education Programs: A Catalog of Descriptions. New Jersey State Department of Education.

Helping Educators Prepare Their Students for the High School Proficiency Test. New Jersey State Department of Education, 1985.

High School Graduation Requirements for Limited English Proficiency Students. New Jersey State Department of Education, 1984.

The Special Review Assessment Process. New Jersey State Department of Education, 1984

HANDOUTS

MODULE VI

H
1

Module VI

Organizing and Implementing Programs

Agenda

I. Developing a bilingual program: The issues

- A. General considerations
- B. Elementary programs
- C. Secondary programs

II. High school graduation requirements for LEP students in New Jersey

- A. Grade level of student upon entering New Jersey schools
- B. Basic skills requirements
- C. English fluency
- D. High school graduation test
- E. Special Review Assessment process

III. Bilingual and ESL program designs

- A. Self-contained settings
- B. Alternative basic skills design
- C. Departmentalized instructional setting
- D. In-class ESL setting
- E. Pull-out ESL setting
- F. Class period ESL setting
- G. High-intensity ESL setting
- H. Proficiency Levels (levelized)

IV. Matching a program design to a district situation

Problem Solving Activity: Elementary

You are a teacher in West Sandisfield, an urban district of approximately 20,000 students. Over the past five years, there has been an increase in the number of Haitian students and currently there are 200 enrolled in the district. Approximately half of these (92) are elementary level students (grades K-5). Administration of a language proficiency test indicated that the majority of these students (86) are of limited-English proficiency.

The following table shows the number of Haitian students enrolled in the district's elementary schools.

School	Haitian	Haitian LEP
Washington	49	45
Stanwyck	0	0
Revere	43	41

The grade breakdown of the above students is as follows:

Schools	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total
Washington	0	22	23	0	0	0	0	45
Revere	0	0	0	15	10	8	8	41
Totals	0	22	23	15	10	8	8	

Determine what issues you must consider to plan a program. Be sure to include instructional, legal, curricular, parental, and staffing considerations.

H
3

Problem Solving Activity: Secondary

The district we are going to discuss is the Briggston Public Schools. Briggston is a large city of approximately 200,000 people. There are about 30,000 public school students attending 30 elementary schools and 4 high schools. The secondary school population is about 7,500 students including 2500 whose native language is other than English. Of 2500 students, 425 are LEP students eligible for bilingual education programs. These students represent 10 different language backgrounds as follows:

Spanish	-	255
Gujarati	-	70
Korean	-	30
Vietnamese	-	25
Farsi	-	15
Greek	-	10
Polish	-	10
Chinese	-	5
Italian	-	3
French	-	2
		425 LEPS

Fill in the chart below with the necessary bilingual staff needed to teach each of the courses in each of the languages.

LEPS	ENG.	MATH	SCI.	HIST.	BUSI.	I.A.	HOME EC.	ART	PHYS ED. HEALTH
Guj.									
Korean									
Viet.									
Laot.									
Greek									
Pol.									
Chin.									
Ital.									
French									

What issues must be considered to plan a program at the secondary level in this district?

H
4

SAMPLE PROGRAM TO MEET CURRICULAR REQUIREMENTS
BILINGUAL DISTRICT (1984-85)

LEP Entering 9th (7 period day)

9th Grade program

1. ESL I
2. Health/Phy. Ed.
3. Math I
4. Arts (Music, Art, etc.)
5. *Science elective
6. *ESL Reading/Writing
7. *Native Language

10th Grade Program

1. ESL II
2. Health/Phy. Ed.
3. Math II
4. U.S. History I
5. Biology (Science)
6. *ESL Reading/Writing
7. *Native Language

(or) Remedial offerings required by Individual Student Improvement Plan (ISIP)

11th Grade Program

1. ESL III
2. Health/Phy. Ed.
3. U.S. History II
4. Career Education
5. *ESL Reading/Writing
6. *Math/Science/Native Language or Remedial Offerings

12th Grade Program

1. ESL IV
2. Health/Phy. Ed.
3. *ESL Reading
4. Electives and/or courses
5. designed to meet ISIP
6. designed to meet ISIP
7. designed to meet ISIP

*These courses are above minimal requirements. They would enhance the bilingual program and the likelihood of passing the state graduation test.

(Union City Bilingual Program)

H
5

SAMPLE PROGRAM TO MEET CURRICULAR REQUIREMENTS
BILINGUAL DISTRICT (1984-85)

LEP Entering 10th (7 period day)

10th Grade program

1. ESL
2. Health/Phy. Ed.
3. Math I
4. Arts
5. U.S. History I
6. Biology (Science)
7. *ESL Reading/Writing

11th Grade Program

1. ESL
2. Health/Phy. Ed.
3. Math II
4. U.S. History I
5. Career Education
6. *ESL Reading/Writing
7. *Elective or Remedial offering

12th Grade Program

1. ESL
2. Health/Phy. Ed.
3. *ESL Reading/Writing
4. Electives and/or
5. courses designed to
6. meet ISIP

*These courses are above minimal requirements. They would enhance the bilingual program and the likelihood of passing the state graduation test.

(Union City Bilingual Program)

H
6

Analzying a District's LEP Student Profile

Discussion Questions

- What program design(s) best suits the situation? Why?
- What courses, if any, will be offered in L_1? In English?
- How many periods will there be of ESL per day?
- How will the diversity of language groups be handled?
- What resources and materials will be needed?
- How many staff members will be needed and of what professional backgrounds?
- How will parents be involved?
- What special programs and support services may be needed?

OVERHEAD TRANSPARENCIES

MODULE VI

Module VI

ORGANIZING AND IMPLEMENTING PROGRAMS

Objectives

The participants will:

1. Understand the issues that must be considered when organizing and implementing elementary and secondary bilingual education programs.
2. Understand New Jersey high school graduation requirements for LEP students.
3. Gain a knowledge of the various basic and alternative bilingual and ESL program designs.
4. Analyze the LEP students' profile of a given district and determine which program design would be most suitable.

HIGH SCHOOL GRADUATION REQUIREMENTS FOR LEP STUDENTS IN NEW JERSEY

STUDENTS ENTERING NEW JERSEY SCHOOLS PRIOR TO THE NINTH GRADE MUST:

- MEET ALL GRADUATION REQUIREMENTS IN ENGLISH
- PASS THE HIGH SCHOOL PROFICIENCY TEST

STUDENTS WHO ARE UNABLE TO PASS THE TEST, BUT HAVE SATISFIED ALL OTHER REQUIREMENTS, WILL BE ALLOWED TO GO THROUGH THE 12TH GRADE SPECIAL REVIEW ASSESSMENT.

HIGH SCHOOL GRADUATION REQUIREMENTS FOR LEP STUDENTS IN NEW JERSEY

ALL LEP STUDENTS ENTERING NEW JERSEY SCHOOLS IN GRADES NINE THROUGH TWELVE WILL BE REQUIRED TO:

- SATISFY ALL CREDIT, CURRICULUM AND ATTENDANCE REQUIREMENTS
- TAKE THE NINTH GRADE STATEWIDE TEST IN ENGLISH EACH YEAR WHEN IT IS REGULARLY ADMINISTERED UNTIL THEY PASS

BILINGUAL PROGRAM DESIGNS

- Self-contained Bilingual Instructional Settings

  Team Teaching
  Levelized

- Alternative Basic Skills Program Design

- Departmentalized Bilingual Instructional Settings

  Bilingual Tutorial
  Tutorial High-intensity ESL

ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM DESIGNS

- In-class ESL Instructional Settings

- Pull-out ESL Instructional Settings

  Resource Center

- Class Period ESL Instructional Settings

- High-intensity ESL Instructional Settings

Self-contained Bilingual Instructional Setting

Team Teaching Design

- Students remain in the classrooms for a full day
- Students receive instruction in two languages by two teachers in the same classroom.
- One teacher is bilingual and one teacher has ESL certification
- Classrooms may include some native English speaking students.
- Teachers are willing and able to work together

Self-contained Bilingual Instructional Setting

Levelized Design

- Students are placed in self-contained classrooms according to their language proficiency level.

- The language of instruction depends on the proficiency level of the class.

- The levels represent the amount of instructional time spent in the native language and English:

  Level I - instruction is mainly in the native language.

  Level II - instruction is in both the native language and English.

  Level III - instruction is mainly in English

Alternative Bilingual Basic Skills Program Design

- LEP students are enrolled in the basic skills general classroom.
- Daily reading and math instruction is planned by bilingual teachers in a pull-out setting.
- ESL instruction is part of the bilingual program curriculum

Departmentalized Bilingual Instructional Settings

- Students receive instruction in the various subject areas from bilingual teachers who are certified in a subject area and hold bilingual endorsements.
- ESL instruction must also be part of the bilingual curriculum.

Bilingual Tutorial Program

- Bilingual teacher is assigned to work daily with LEP students as a tutor during an additional period.
- Students receive a class period of a required subject given by bilingual teacher.
- One period of ESL instruction is provided daily.
- Students attend regular subject classes in English, except for the above.

In-Class ESL Instructional Settings

- Small groups of students receive ESL instruction by the ESL teacher in the regular classroom.
- This may be part of a regular bilingual program or alternative program.

Pull-out English as a Second Language Instructional Setting

- ESL instruction is provided to small groups of LEP students, drawn from regular classrooms.
- Instruction takes place in an area separate from the regular classroom.
- Students are grouped according to language proficiency and grade level.

Class Period English as a Second Language Instructional Settings

- Students receive ESL for high school credit as a scheduled class period at the secondary level.
- Students are grouped according to grade and/or language proficiency.

High-Intensity English as a Second Language Program

- Requires a minimum of two class periods of ESL per day.
- ESL program includes standard ESL instruction and reading in the content areas taught through an ESL approach.

MODULE VII

DEVELOPING SUCCESSFUL BILINGUAL PROGRAMS

Module VII

Developing Successful Bilingual Programs

Objectives

The participants will:

1. Understand the elements of bilingual programs as presented in the preceding six sessions.

2. Understand the instructional factors research has shown to be effective in teaching LEP students and strategies by which these can be implemented in the classroom.

3. Prepare for and visit a bilingual education program.

4. Examine various aspects of a bilingual program and discuss observations.

Key Concepts

- Research findings by W.J. Tikunoff isolated five instructional features associated with the effective instruction of LEP students. These include:

  clarity of expectations regarding assigned tasks;

  "active teaching";

  linguistically mediating instruction;

  integrating English-language skill development with academic skill development, and

  using information about a student's home culture.

- Instructional strategies that promote second language acquisition include:

  mediating instruction for the student so that it becomes "comprehensible input";

  using effective questioning techniques that encourage higher order thinking skills and help students formulate a linguistically correct response;

  adjusting to the students' learning style;

  providing many opportunities for the students to use the language naturally and with a purpose.

- To determine program effectiveness, a number of factors should be taken into consideration, including school atmosphere, instructional methods, identification and mainstreaming procedures, curriculum, parental involvement, classroom management, program organization, scheduling, testing results and exit records.

Trainer Preparation

This session is a culmination of the training program. It includes a site visit to a bilingual program and should be scheduled into three separate parts:

- Day 1

  Review of concepts of prior sessions
  Preparation for site visit (2 hours)

- Day 2

  Bilingual program visit (morning)

- Follow-up discussion of bilingual program visit (afternoon)

Site visit preparation

Make arrangements for site visit to a bilingual program with district personnel:

- negotiate a date for the visit
- schedule classroom observations and meetings at an elementary, middle, and high school. (see sample schedule)
- send pre-observation forms to coordinator. These should be filled out by teachers to be observed and returned to you. The purpose of these is to give participants some prior information on what they will be observing.

Review the interview and observation forms participants will use:

- program coordinator interview form
- teacher interview form
- classroom observation checklist

Develop a schedule for the visit (see sample schedule). Be sure to provide time during the day for participants to complete forms, travel between buildings, and break for lunch. Include interviews with:

- program coordinator (30 - 40 minutes)
- bilingual and ESL teachers observed (20 - 30 minutes)
- regular program teachers

Observe:

- bilingual classes
- ESL classes

If the participants will visit elementary, middle and secondary schools, make up a separate schedule for each of the schools.

Preparation for presentation

Choose concepts from the preceding sessions to be reviewed.

Read the article by W.J. Tikunoff, "Five significant bilingual instructional features: A summary of findings from Part I of the SBIF descriptive study" (see references).

Assemble copies of interview and observation forms to be used by the participants.

Assemble completed pre-observation forms.

Assemble directions to the district and schedules for the visit.

Preparation for follow-up

Secure a place for the follow-up discussion in the afternoon. This may be at the school or in another location.

Go over the issues you want to discuss.

Workshop Procedures for the Trainer

1. Understanding the elements of bilingual education programs: a review.

Introduce the session with the objectives and agenda.

Using information, handouts and overhead transparencies from the preceding sessions, discuss criteria to determine the effectiveness of a program. The purpose of this presentation is to summarize all of the factors comprising effective instruction for LEP students. The discussion should include the following questions.

Module

I. What are the characteristics of the limited English proficient student?

What are the educational needs of LEP students?

What are the basic elements of a bilingual education program?

II. How can LEP students be identified?

III. How should the determination of the language in which the student should be assessed be made?

In what cognitive areas should the student be assessed?

IV. What curricular areas address the specific needs of LEP students?

When should LEP students be mainstreamed into all-English classes?

What are the various bilingual program models and what educational philosophy do they represent?

V. What are some culturally related problems LEP students may experience in school?

What are some ways teachers may provide a supportive learning environment for culturally diverse students?

VI. What are the key factors in a school situation that affect program design?

What are the various basic and alternative program designs schools may use to serve the LEP students?

What are the needs of secondary LEP students? What can districts do to meet these needs?

2. Understanding the instructional factors research has shown to be effective in educating LEP students

Indicate that the training has covered many aspects of bilingual programs. The key factor, however, is the instructional component. Discuss the features that research has identified as characteristic of effective bilingual instruction.

Explain that in a study conducted by Tikunoff et al., five instructional features were found to be present consistently in effective bilingual classrooms:

- Clear statements to the students about accurate completion of the learning tasks and the level of mastery expected of them;
- "Active teaching" behavior by teachers during instruction in the basic skills;
- Mediating instruction for LEP students by using the L1 and English in ways that ensure comprehension;
- Integration of ESL development with instruction in the content areas; and
- Use of and response to information about the students' home culture(s).

Give examples of each of the above

Go over specific instructional strategies that promote the acquisition of English in ESL and content area classrooms. Participants will be looking for these strategies when they observe bilingual classrooms.

3. Preparing and making a site visit to a bilingual program

Announce the date of the visit. Hand out the schedule (see sample) and divide the group according to those who will visit elementary, middle and high school classrooms.

Hand out the pre-observation forms to the participants who will be observing the corresponding classes.

Hand out the interview and observation forms and go over them.

Make transportation arrangements.

4. Reporting and discussing observations.

Make sure all participants have all the interview forms. Assign one group to summarize the interview with the program coordinator, and the other groups to report on their classroom observations and teacher interviews.

As participants discuss their data, they should attempt to:

- Identify the district's philosophy of bilingual education.
- Describe identification and exit procedures.
- Describe the program design or instructional model operating in the school(s).
- Determine if the program curriculum is aligned to the district skills array.
- Determine if the students are tested in English and/or the native language and in what subject areas.
- Determine if there is any follow-up after a student leaves the bilingual program and how it is done.
- Determine the degree of parental participation in the program.
- Identify those teaching behaviors observed that exemplify the features research suggests to be characteristic of effective instruction for LEP students.

Follow-up Activities

1. Help participants develop an improvement plan for a district they have worked with which includes goals and objectives, activities to be carried out, a timeline, and the resources required.

2. Present a session on using evaluation results for program improvement. This may include information on how to interpret achievement test results, both for diagnostic information at the individual student level and for broader program information.

MODULE VII

References

A Guide to the Basic Skills Program Improvement Process, New Jersey State Department of Education, 1985.

Effective Practices for Bilingual/ESL Teachers. New Jersey Department of Education, 1986.

Tikunoff, W.J. (1981). Five significant bilingual instructional features: A sum of findings from part I of the SBIF descriptive study (contract No. 400-80-0026). Washington, D.C.: National Institute of Education.

HANDOUTS

MODULE VII

H
1

Module VII

Developing Successful Bilingual Programs

Agenda

I. Review of concepts presented in previous sessions

II Effective instructional features

A. Significant bilingual instructional features study
B. Strategies that promote second language acquisition

III Bilingual program visit

A. Preparation: Surveying forms, observation instrument and interviews

B. Program observation

IV Follow-up session

A. Discussion of what was observed

H
2

Instructional Strategies to Develop English Skills

Strategies that promote the acquisition of English in both the ESL and content area classrooms are:

- modeling grammatically and idiomatically correct language
- using concrete objects and pictures to clarify meaning
- providing an environment high in motivation and low in anxiety about using English
- creating situations in which students must use the language to communicate naturally and relevantly
- adjusting the level of English on the basis of cues from the students
- providing "comprehensible input" to help students acquire new language within a familiar and meaningful context
- viewing errors as a normal part of learning and using them as indicators of the strategies the student is using to learn the second language
- using clear, audible, content rich language
- planning for maximum student time on task
- helping develop greater language flexibility by varying methods, materials and types of evaluation
- observing and adjusting to the individual learning styles of students
- teaching the language and grammar needed before teaching the content of the lesson, providing opportunities to practice the new language learned during the lesson and reintroducing the new language during review sessions
- using effective questioning techniques to encourage higher order thinking and helping the student formulate the response by providing linguistic cues
- providing students with many opportunities to speak
- allowing students a silent period before requiring them to speak
- developing literacy in L_1 as the basis for developing reading and writing skills in L_2

H
3

Sample Schedule for Site Visit

Time	Activity
8:10 - 8:30	Participants arrive at district administration building; introductions.
8:30 - 9:00	Bilingual program coordinator orients participants to the district, its LEP population and the bilingual program.
9:00 - 9:30	Participants split into 3 groups: one group goes to an elementary school, one to a middle school, and one to a high school.
	One participant remains in the administration building and interviews the bilingual program coordinator.
9:20 - 9:50	Arrive at schools; meet building principal.
	Elementary School
9:50 - 10:15	Two participants observe bilingual reading class.
	Two participants observe an ESL class.
10:20 - 10:40	Two participants observe a mainstream class that has LEP students or students who have been exited from the bilingual program (upper elementary grade)
	Two participants observe a self-contained or pull-out bilingual subject area class.
11:00 - 11:20	One participant interviews observed bilingual reading teacher.
	One participant interviews observed ESL teacher.
	One participant interviews observed mainstream teacher.
	One participant interviews observed teacher of bilingual subject area class.

Sample Schedule for Site Visit

Time	Activity
11:30 - 12:00	Participants complete interview and observation forms.
12:00 - 1:00	Lunch
1:00 - 3:00	Follow-up meeting

H
4

Teacher Pre-observation Form

School _____ Subject Area _____

Teacher _____ Period and/or Time of Class _____

Grade Level _____

1. Number of students in this class: _____

2. Number of LEP students: (if different from above) _____

3. In your opinion, how many students in this class may be expected to be mainstreamed this year? _____

4. Describe the lesson. List objectives, materials, procedures.

_____

_____

_____

_____

5. Describe briefly the context of the class session that is to be observed (its relationship to an ongoing unit or series of lessons and/or activities).

_____

_____

_____

_____

H
5

Interview Form - Bilingual Program Coordinator

1. Name of District _____

K 1 2 3 4 5 6 7 8 9 10 11 12

2. Total school population _____

3. Total LEP population _____

4. Language Groups

1

2

3

4

5

5. Number of bilingual/ESL teachers - Elementary Secondary

Bilingual _____

ESL _____

Aides _____

6. What is the district's philosophy on bilingual education?

_____

_____

_____

_____

7. How are LEP students identified?

_____

_____

_____

_____

8. What criteria are used to mainstream students?

9. Describe methods teachers use to assess students' skill levels and achievement. (Native language and English)

10. Do you follow a curriculum guide? Is the bilingual curriculum aligned to the district's skills array and tests?

11. Describe the bilingual instructional program; give time and scheduling of subject areas for the target LEP population.

12. What kind of follow-up is done after a bilingual student leaves the bilingual instructional program?

13. How do you use evaluation results in regard to individual student improvement?

14. Who supervises bilingual and ESL teachers?

15. How are observations and evaluations conducted?

16a. Describe the districts' in-service program. Are bilingual/ESL teachers included? How?

16b. Describe topics presented at in-service sessions

17. How are parents notified of their child's participation in the program?

18. To what degree do parents of LEP students participate in PTA and other meetings?

19. Is there a home-school liaison?

20. Are forms, reports, etc. translated into the native language(s) of the parents?

21. Is there a parent advisory committee? How often do they meet?

22. Are there any special programs for LEP students? (special education, gifted, vocational)

_____

_____

_____

_____

Interview Form - Bilingual/ESL Program Teacher

Name of School _____

Name of Teacher _____

Subject and grade _____

Check one:
bilingual ___
ESL ___

What is your academic preparation? _____

_____

How much experience do you have working with LEP students? _____

_____

How many LEP students do you teach? _____

How is language used in your classroom?

Native language?
English?

How do you and the students' other teachers (if any) plan together about individual students? Where, when and how do you meet, for example? What are some outcomes of these meetings?

What do you see as the major goal of the bilingual program?

Are these goals shared by your colleagues?

By district and school leaders? How do you know?

Can you give an example of one of your successes with a LEP student?

How do you account for it?

Now try to recall a time when you didn't succeed. Describe the nature of the student's difficulties, your attempts to resolve them, and the reason for your lack of success.

How do you communicate with parents about their children's progress in school?

What, in your view, is the most outstanding aspect of your school's bilingual program?

Why?

H
7

Mainstream Teacher Interview Form

School _____ Teacher's Name _____

Interviewer _____ Grade/Subject _____

1. What do you see as the chief goal of the bilingual program?

_____

_____

_____

2. Is the program succeeding, in your view?

_____

_____

_____

Why? (or Why not?) _____

_____

3. How many mainstreamed bilingual program or LEP students do you currently teach?

_____

_____

_____

4. Can you give an example of an individual student who is doing well as a result of having been in the bilingual program?

_____

_____

_____

5. How do you meet with bilingual or ESL teachers to plan for individual students?

_____

_____

_____

When and where? _____

_____

Does the planning pay off in your view? How? _____

_____

6. Have you attended any workshops/courses on methods of teaching content areas in English to LEP students?

_____

_____

_____

H 8

Classroom Observation Checklist

School _____ Time observed _____

Period _____ Number of students _____

Teacher _____ Number of LEP students _____

Subject _____ Observer(s) _____

Check if the teacher does the following:	Yes
Models grammatically and idiomatically correct language	___
Uses concrete objects and pictures to clarify meaning	___
Provides an environment high in motivation and low in anxiety about using English	___
Creates situations in which students must use English to communicate naturally and relevantly	___
Adjusts the level of English on the basis of cues from the students	___
Provides "comprehensible input" to help students acquire new language within a familiar and meaningful context	___
Uses clear, audible, content-rich language	___
Plans for maximum student time on task	___
Teaches the language and grammar needed before teaching the content of the lesson	___
Provides opportunities to practice the new language learned during the lesson	___
Uses effective questioning techniques to encourage higher order thinking	___
Helps the student formulate the responses by providing linguistic cues	___
Provides students with many opportunities to speak English	___
Uses a teaching style that is adapted to students' cognitive and interactional style	___
Uses the students' native language to clarify meaning and explain new concepts	___

Asks students to paraphrase concepts presented to ensure understanding ___

Uses synonyms to clarify the meaning of unknown words ___

Teaches new vocabulary before the lesson ___

Contextualizes new information by relating it to student's world knowledge or previously learned information ___

Clarifies cultural allusions in a reading passage ___

Builds background knowledge of student in order to present new information ___

General comments about lesson_____

_____

_____

OVERHEAD TRANSPARENCIES

MODULE VII

Module VII

Developing Successful Bilingual Programs

Objectives

1. To review and understand the elements of bilingual programs.
2. To understand the instructional factors research has shown to be effective in educating LEP students and the strategies by which these can be implemented in the classroom.
3. To prepare for and visit a bilingual program.
4. To be able to examine various aspects of a bilingual program and discuss observations.

Features of Effective Instruction for LEP Students

- Clear statements to the students about accurate completion of the learning tasks and level of mastery expected of them
- "Active teaching" behavior by teachers during instruction in the basic skills
- Mediating instruction for LEP students by using the L1 and English in ways that ensure comprehension
- Integration of ESL development with instruction in the content areas
- Use and response to information about the students' home culture(s)

(Tikunoff)